

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

To maintain the compliance protections for special education students and their families, and utilize results of compliance efforts to improve programs. * (Agency Goal 5)
To improve the performance of personnel assigned to special education at the local district level. * (Agency Goal 2)

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **GS I, II and III:**

- The current program review instruments used by the SEA identify and correct special education non-compliance issues in a timely manner.*
- System issues are identified and remediated through the consolidated analysis of the data collected from citizen complaints, due process hearings, and mediation processes and special education program review.
- Citizen complaint investigations, due process hearing and reviews, and mediations are completed within timelines. *

1. **Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004. *See Attachment 1 for Citizen Complaint, Due Process and Mediation Data.*

The State of Washington developed a Consolidated Program Review (CPR) system as one of the state activities consistent with the implementation of the Elementary and Secondary Education Act consolidated federal plan in 1998-99. The consolidated system is intended to create a more efficient and less intrusive process for compliance monitoring of school districts. The process involves a team of compliance monitors from the state office representing numerous federal and state entitlement programs such as Title I, the Learning Assistance Program (LAP), Migrant Education, Carl Perkins funds (vocational education), Highly Capable, and others. Districts also play an active role in the process through submission of a self-study review, presentations, interviews, and arrangement of site visits. Special education was incorporated into the CPR system beginning in 2000-01.

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With increased federal and state emphasis on improved student performance and accountability for results, there is a renewed impetus to meet the intent of the law and support **all** students in Washington through a uniformly applied compliance verification system.

The special education component of the CPR system was modeled after the research-based monitoring approach validated by the Head Start Program. As such, the special education component of the CPR system for the first cycle combined a series of eighteen (18) core area questions with the collection of pre-visit data and parent surveys, individual student file reviews, classroom observations, staff interviews, exit interviews, and written final reports issued to the district. Upon receipt of the final report, the district may challenge the findings. However, once the challenged findings were reconciled, the district was required to develop and implement an OSPI approved corrective action plan, as necessary.

The first complete cycle of the CPR included 289 of the 296 school districts in the state and 4,400 individual student files for the 2000-01, 2001-02, and 2002-03 school years. The seven school districts not reviewed did not have any special education students and were therefore not visited as part of the monitoring cycle. There were a total of 18 core area questions that were central to the first cycle's special education component of the CPR. These core area questions were essentially re-statements of the assurances that districts routinely provide to the Office of Superintendent of Public Instruction (OSPI) as part of their annual application for federal funding. The questions also incorporated the results of the most recent federal monitoring of Washington in 1999. Results for the first cycle of monitoring displayed common issues in the areas of IEP implementation (94% of the districts monitored), FAPE (93%), provision of related services (49%), and post-secondary transition services (61%).

After the completion of the first cycle of monitoring in the summer of 2003, a Committee of Practitioners was assembled to examine and revise the monitoring process. This Committee included state and district special education personnel representing all nine regions of the state. The Committee examined the data from the first cycle; district comments and suggestions collected over the first three years of monitoring, and the monitoring instrument itself, and used this information to make recommendations regarding changes and improvements to the monitoring process for the second cycle. As a result, revisions were made to the monitoring process for the second cycle of monitoring, which began during the 2003-04 school year. Some of these revisions include: the consolidating and/or elimination of several of the core area questions; increasing the amount of pre-visit documentation required, especially in the areas of child find, public participation, and staff development; the addition of a review of students for which the district has received Safety Net funds; the elimination of the distinction between "findings" and "substantial findings"; changing the term "findings" to "issues in need of corrective action"; and revisions and expansion of the corrective action planning process. In addition, districts will be required to complete an internal self-review of the identified issues at the end of year two of the monitoring cycle, revise their corrective action plan based on the outcome of that review, and submit the data from that review along with the revised corrective action plan to OSPI for approval. Districts will also be required to provide an annual update, through the district's application for federal funds, on the progress of their corrective action plan activities and outcomes.

The second cycle of monitoring, which will take place from the 2003-04 through the 2006-07 school years, will focus on 14 core area questions. The 14 core area questions and corresponding indicators of compliance can be found in Appendix A. Core areas 1 through 10 focuses on the district's administrative policies and procedures in the implementation of special education and related services. Core areas 11 through 14 focuses on the implementation of individual student programs, including on-site observations and interviews with staff necessary to verify the information found in the files.

The data collected and analyzed from the second cycle (along with data from the first monitoring cycle, mediation results, citizen complaint final decisions, and due process orders) will inform the state's pre-service (teacher preparation), in-service (ongoing training), and parent training initiatives in an effort to improve services and outcomes for **all** students. These data are intended to identify compliance concerns that can be enhanced by intentional improvements in instructional practice.

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During the first year of the second cycle of the CPR, 55 school districts were monitored and 1,239 student files were reviewed. **Chart 1** displays the percentage of districts with issues identified across the 14 core areas. In reviewing the data, it is apparent that districts have an adequate understanding of the administrative policies and procedures associated with the provision of special education and related services at the district level. For example, fifteen percent or less of the districts had any reported issues in core areas 1 through 10. However, the percentage of districts who had reported issues in core areas 11 through 14 is dramatically different. Core areas 11 through 14 involve the actual delivery of special education and related services to randomly selected students in a variety of instructional settings and programs ranging from preschool through post high school. Issues in core areas 11 through 14 are determined through file reviews as well as classroom visitations, observations, and staff and student interviews. Ninety-six percent of the districts monitored had one or more concerns that could be associated with the provision of a free, appropriate public education (FAPE), and 100 percent of the districts in the sample had issues involving procedural components. Approximately ninety-one percent of districts had issues regarding the provision of post-school transition services and planning for such services.

Due to the revisions to the monitoring process described above, the following data should be considered baseline, rather than used for comparison to the first cycle results.

CHART 1

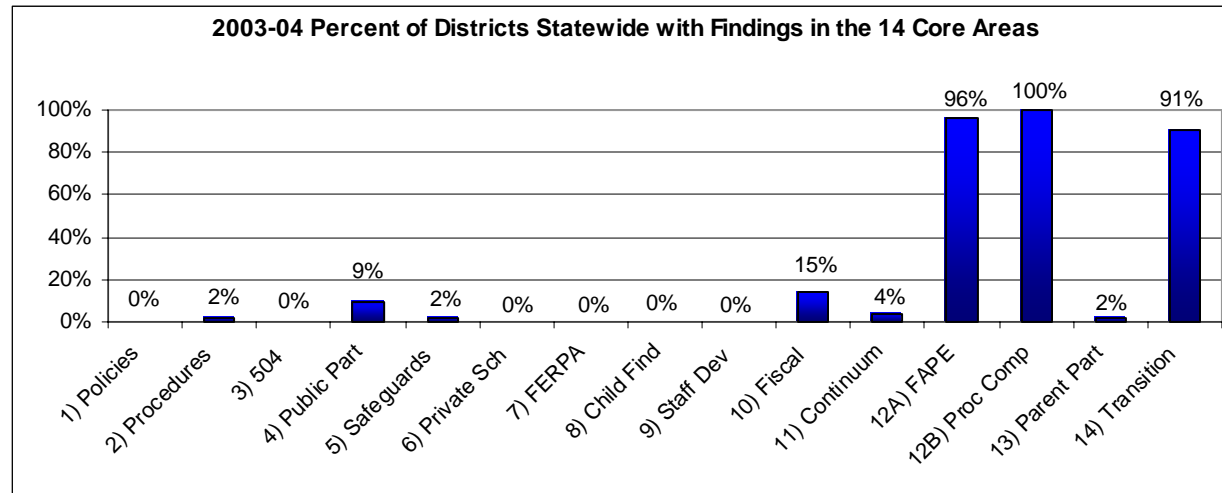
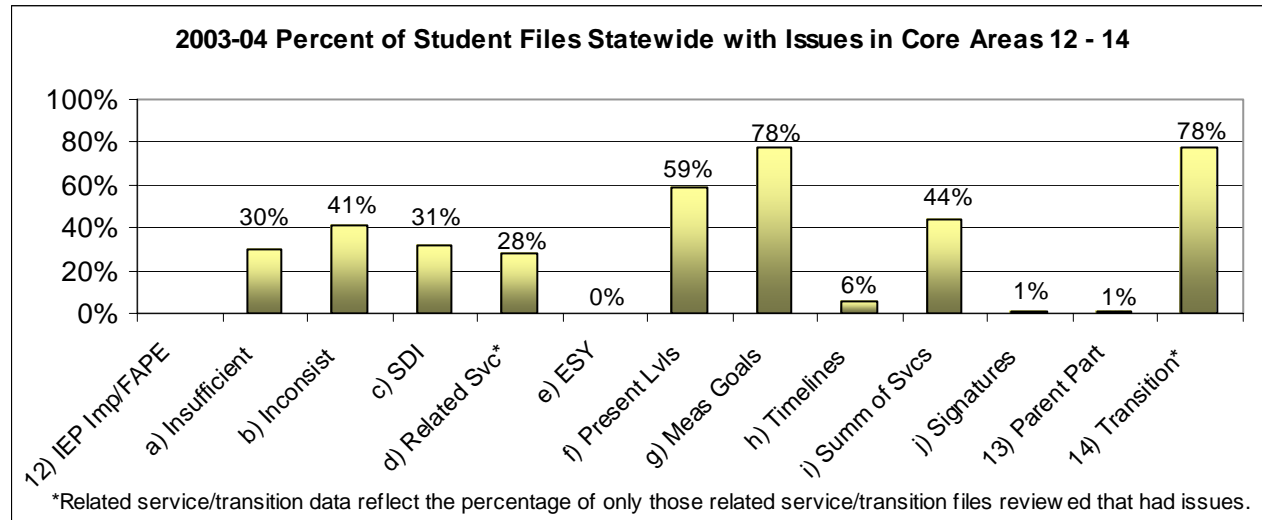


Chart 2 shows the percentage of the 1,239 student files reviewed in which compliance issues were noted in the monitoring cycle for core areas 12 through 14. These data expand core area 12 (IEP implementation/FAPE) into two parts, each with five subcategories, and display the percentage of files reviewed in which compliance issues were noted in core areas 13 and 14. This is an important comparison because it enables the reader to understand that IEP implementation/FAPE is comprised of multiple subcategories, and that issues in any one of the subcategories may cause an IEP Implementation compliance issue to be reported. The subcategories of FAPE (core area 12A) include insufficient evaluations, inconsistencies, lack of specially designed instruction (SDI), provision of related services, and extended school year (ESY). The subcategories of Procedural Components (core area 12B) include present levels of educational performance, measurable annual goals/objectives, timelines associated with the IEP and evaluation, IEP summary of services, and signatures of IEP and evaluation participants. Monitoring criteria for each of the subcategories of core area 12 are shown in **Table 1**.

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CHART 2



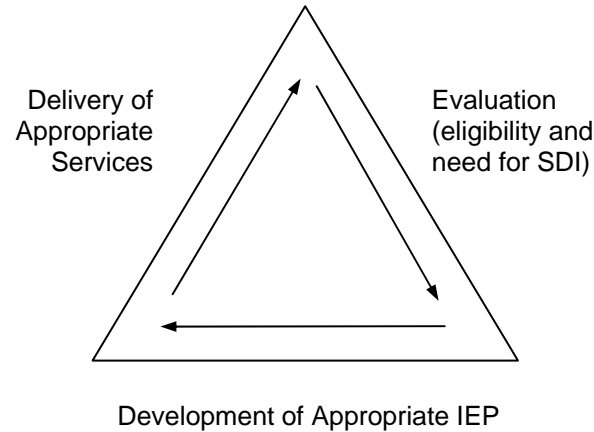
As displayed on the chart above, evaluations (initial or reevaluation) were not sufficient in scope to (a) establish or reconfirm the disability, (b) describe the adverse educational impact of the disability, and/or (c) identify the student's need for specially designed instruction in 30 percent of the files reviewed. Inconsistencies existed between the evaluation recommendations and the goals/objectives or services described in the IEP, **or** the actual delivery of services did not correspond to what was described in the IEP in 41 percent of the files reviewed. Students were not receiving specially designed instruction in their identified area(s) of need in 31 percent of the files reviewed. In 28 percent of the 488 related service files reviewed, there were issues involving the provision of related services. Related services are those services determined by the evaluation team to be necessary in order for the student to benefit from specially designed instruction and can include speech and language therapy, occupational therapy, physical therapy, vision and hearing services, psychological counseling, transportation, etc. No issues were identified in the provision of extended school year services.

Core area 12A (FAPE) is designed to determine the intra-relationship between the evaluation, the IEP, **and** the delivery of services. This relationship is depicted in **Figure 1** below. A concern in core area 12A means that linkages across the three dimensions of Figure 1, the evaluation, IEP, **and/or** the delivery of services, are not readily apparent. Further, these concerns are cross-validated by classroom visits and staff interviews.

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FIGURE 1



Under core area 12B (Procedural Components), 59 percent of the IEPs did not clearly describe the student's current functioning level in all areas of identified need, or document how the student's disability affected the student's performance in the general education curriculum. In 78 percent of the student IEPs reviewed, goals and objectives did not adequately address the student's expected performance levels and/or clearly articulate the expected outcomes, performance levels, or progress benchmarks. Approximately 44 percent of the selected files had concerns regarding the IEP summary of services (frequency, location, duration, and provider of services). A small percentage of the files had issues with IEP and evaluation timelines (six percent), signatures of IEP and evaluation participants (one percent), and core area 13, parent participation (one percent).

Core area 14 relates to the post-school transition planning and service requirements which are included in federal law and regulation. Issues regarding transition were noted in 78 percent of the 473 transition files reviewed. Transition files are those files for students aged 14 and above which are required to address transition planning and services.

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**TABLE 1
MONITORING CRITERIA FOR THE TEN SUBCATEGORIES OF IEP IMPLEMENTATION (CORE AREA 12)**

Insufficient Evaluations

- Evaluations/reevaluations should be comprehensive enough to:
 - Establish/reconfirm the disability
 - Describe the adverse educational impact
 - Identify the student's need for specially designed instruction

Inconsistencies

- Goals/objectives and services listed on the IEP should be supported by current evaluation data.
- Services recommended on the evaluation should correspond to services described on the IEP.
- Appropriate placement should be documented in the IEP.

Specially Designed Instruction (SDI)

- Interventions are appropriate for addressing the unique needs of the student and allow the student access to the general education curriculum.
- Adaptations in content, methodology, or delivery of instruction are described.
- Frequency and duration of services are appropriate for the SDI being provided.

Related Services

- Evaluations/reevaluations adequately assess and document necessary related services.
- Related services are provided to students as recommended on the evaluation/reevaluation.

Extended School Year (ESY)

- ESY services are considered and provided for eligible special education students.
- ESY services to be provided are clearly indicated on the student's IEP.

Present Levels of Educational Performance

- Description of the student's current functioning and performance levels (strengths and needs) are clear.
- Clear statement as to how the student's disability affects involvement and progress in general education and participation in other appropriate activities.

Measurable Annual Goals and Objectives

- Student's level of performance is clearly documented.
- Goals and objectives clearly articulate expected outcomes, performance levels, and progress benchmarks.
- Goal statements include baseline and target level information.

Annual IEP Review and Evaluation Timelines

- IEP reviews are conducted on an annual basis.
- Evaluations/reevaluations are conducted within three-year timeline.

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IEP Summary of Services

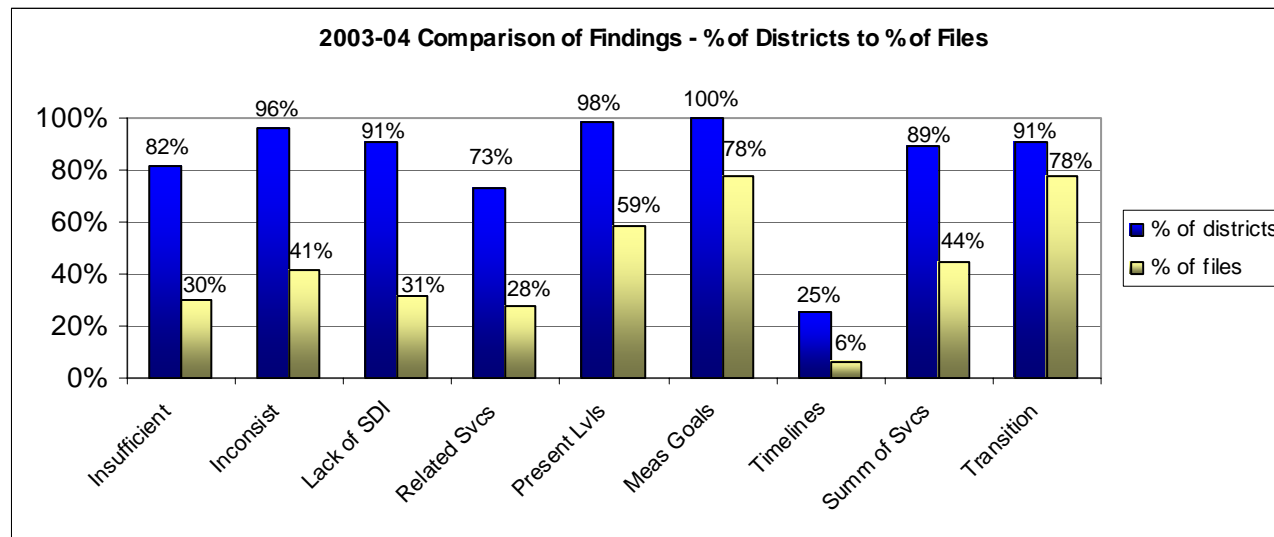
- Summary of services summarizes the student's entire special education program including:
 - Specially designed instruction
 - Necessary related services
 - Supplemental aids and services
 - Program modifications
 - Supports for school personnel
 - Frequency, location, duration, and provider of each service area

Signatures

- Signatures document participation of the general education teacher and parent (for SLD students) in the evaluation/reevaluation and IEP.
- Signatures are present for all members of the evaluation/reevaluation team.

Chart 3 compares the percentage of districts with issues to the percentage of individual student files with issues in eight of the subcategories of IEP Implementation/FAPE (core area 12). As an example, 82 percent of the districts had issues in the area of insufficient evaluations. However, when individual student files are considered, less than one third (30 percent) of the actual files reviewed contained insufficient evaluations. Although 96 percent of the districts monitored had findings in the area of inconsistencies between the evaluation, IEP, and delivery of services, inconsistencies were actually found in about two fifths of the files reviewed (41 percent). Similarly, although 91 percent of the districts had issues involving the provision of specially designed instruction, less than one third (31 percent) of the individual students reviewed were not receiving SDI.

CHART 3



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The OSPI Special Education Operations office collects citizen's complaint data and the OSPI Legal Services office collects due process hearing data using the same standard collection instrument. Data is collected on a calendar year then adjusted to a school year approach. The use of the same instrument enables the data from each office to be aggregated over any period of time to facilitate comparisons across and between databases.

For mediation, an independent third party contractor collects mediation data using a standard collection instrument. The data collection instrument is not as specific as either the Citizen Complaint or Due Process Collection Instruments, but the fields are defined to enable comparisons across all three data sets at any given period. Data from these three sets are also compared and cross-referenced to Special Education Compliance Program Review data.

In the first complete three-year cycle of the Special Education Compliance Program Review, districts had significant findings in the following areas:

1. IEP Implementation: [\(cross references with: Mediation\)](#)
 - Inconsistencies between the evaluation, IEP, and/or delivery of services [\(cross references with: Complaints\)](#),
 - Evaluations not sufficient in scope to develop a complete and accurate IEP [\(cross references with: Mediation/DPH\)](#),
 - Lack of specially designed instruction as indicated on the IEP,
 - Lack of measurable annual goals and present levels, and
 - Lack of behavioral goals/functional behavioral assessments and/or positive behavioral intervention plans.
2. Concerns associated with the provision of FAPE [\(cross references with: DPH\)](#)
3. Transition:
 - Separate from IEP process,
 - Not reflective of student's course of study,
 - Identified interests not based on complete assessment of interests, aptitudes, and skills,
 - Goals/objectives not present to support the student's transition plans.
4. Related Services

Based on 1,239 student files reviewed in 2003-04, the Special Education CPR team found the following areas of concern:

1. IEP Implementation/FAPE [\(cross references with: DPH\)](#)
2. IEP Implementation/FAPE sub-category: Measurable annual goals
3. IEP Implementation/FAPE sub-category: Inconsistencies
4. IEP Implementation/FAPE sub-category: Present levels of educational performance
5. IEP Implementation/FAPE sub-category: Insufficient evaluations [\(cross references with: Mediation/DPH\)](#)
6. IEP Implementation/FAPE sub-category: Lack of specially designed instruction

Each citizen complaint, due process hearing, and mediation case cited below will usually consist of multiple issues. Therefore, in some cases, you will find "split" conclusions when summarizing cases as a whole rather than into individual issues.

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Top issues in Citizen Complaints: Fifty complaints were filed during the 2003-04 school year (down from 73 in 2002-03). Of those, seven cases were closed or withdrawn for a variety of reasons. The top issues in the remaining 50 cases were:

- IEP not appropriate (cross references with: DPH/Mediation/CPR),
- Parent involvement/invitation (cross references with: DPH),
- Prior written notice,
- Progress on IEP goals, and
- Reevaluation (cross-references with: DPH).

Findings of the issues above: 10 complaints with no findings against district, 12 with finding for the parents, 28 split (some issues were found for parent, some for district).

Top issues in Due Process Hearings: During the 2003-04 school year, 156 due process hearings were filed with the OSPI Legal Services. Of those cases, 120 were withdrawn or dismissed. Of the 36 with outcomes, the top issues identified were:

- FAPE (cross references with: CPR),
- IEP appropriate/IEP services provided (cross references with: Mediation/Complaints/CPR),
- Evaluation (cross references with: Mediation/CPR),
- Independent Educational Evaluation,
- Reevaluation (cross references with: Complaints), and
- Parent Involvement (cross-references with Complaints).

These were issues identified most often by parents even though the data showed the outcomes as 5 for parent, 14 for district, and 13 split, with one continued.

Top issues in Mediations: The top issues cited in mediation were:

- Communication,
- Program/IEP (cross references with: Due Process/Complaints/CPR),
- Placement,
- Staffing,
- Appropriate Evaluation (cross references with: Due Process/CPR), and
- Discipline.

Out of 130 cases filed with the third party contractor: 52 reached a settlement agreement, 32 declined to go to mediation, 25 were withdrawn by the requesting party, 6 resolved the issues by phone (during the intake process), 11 did not reach settlement, and 4 reached settlement on one or more (but not all) issues.

The correlated indicators and relationships the state of Washington has built between all of these data sources enable OSPI to determine training needs tailored to very specific topical and geographic areas. The data gathered will drive the development of comprehensive personnel development plans used for targeted staff training. These data will also be important to state improvement grant activities and curriculum development for institutions of higher education.

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APPENDIX A: Consolidated Program Review – 14 Core Questions

1. **Policies** - Does the district or other public agency have on file state-approved and board-adopted policies for the provision of special education services and have there been any changes or amendments to the policies since state approval was obtained?
2. **Procedures** - Does the district or other public agency have on file state-approved procedures for the provision of special education services and have there been any changes or amendments to the procedures since state approval was obtained?
3. **Section 504/Title II** - Does the district or other public agency have a designated Section 504 coordinator and does the district or other public agency have policies and procedures for Title II of the ADA and Section 504 of the Rehabilitation Act of 1973?
4. **Public Participation** - Does the district or other public agency have procedures on file to provide reasonable opportunities for the participation of teachers, parents, families, and other interested agencies, organizations, and individuals in the planning and operation of the district's special education program and does the district or other public agency have procedures for making LEA fund applications and all related documents available to parents and the general public (excluding identifiable student information) for comment and inspection prior to implementation?
5. **Procedural Safeguards** - Does the district or other public agency implement procedural safeguards for parents and students related to informed consent; assessment (protection in evaluation procedures); confidentiality of records; opportunity to examine records; prior written notice; independent educational evaluation; transfer of parental rights at age of majority; citizen complaints; mediation; impartial due process hearings and student placement pending hearings; surrogate parents; discipline, including students subject to placement in an interim alternative educational placement; civil actions; and attorney's fees?
6. **Private Schools** - Has the district or other public agency developed and implemented procedures which comply with all state and federal regulations regarding private school special education students who are unilaterally placed by their parents?
7. **FERPA/Confidentiality** - Has the district or other public agency developed and implemented policies and procedures which ensure the confidentiality of information in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA)?
8. **Child Find** - Has the district or other public agency developed and implemented child find procedures to ensure that all children, ages birth through 21, with suspected disabilities who reside within the boundaries of the district and who may be eligible for special education services are identified, located, and evaluated?
9. **Staff Development** - Does the district or other public agency have policies, procedures, and/or administrative guidelines in place to ensure that qualified staff are recruited and available so that services appropriate to the unique needs of the child are provided without any undue delay; **has** the district or other public agency approved and implemented effective procedures for (1) acquiring and disseminating to teachers and administrators significant information from educational research, demonstrations, and similar projects, and (2) adopting, if appropriate, promising educational practices developed through those projects; and does the district or other public agency ensure that all personnel providing special education and any necessary related services are appropriately and adequately prepared?

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10. **Fiscal** - *Has the district or other public agency developed and implemented procedures to ensure an accurate count of each student for state and/or federal funding purposes and that procedures are in place to adjust the monthly or annual count for students who do not meet the criteria; does the district or other public agency fully participate in the recovery of Medicaid funds for special education eligible students; and how does the district or other public agency assure that any federal funds received for special education, including Safety Net funds, are used solely for excess costs and in no way supplant state or local funds in the provision of special education and any necessary related services?*

11. **Continuum of Services** - *Does the district or other public agency ensure the provision of a full continuum of educational placements, including interim alternative educational settings that are individually determined to enable the student to participate in the general education program to the maximum extent appropriate?*

12. **IEP Implementation/FAPE:**
 - A. **FAPE** - *Based on the sample reviewed, does the district or other public agency provide enrolled special education students, ages 3-21, a free appropriate public education (FAPE) consisting of individualized specially designed instruction and any necessary related services?*
 - B. **Procedural Components** - *Does the district or other public agency have policies and procedures to ensure the development and implementation of the IEP program and do IEPs and evaluations contain the required components?*

13. **Parent Participation** - *Does the district or other public agency have policies and procedures in place which include parents in the evaluation and placement process?*

14. **Transition** - *Has the district or other public agency developed practices to ensure that transition services and plans are designed to promote movement from school to post-school activities and are based on the individual student's needs, interests, and preferences; has the district or other public agency developed practices to ensure that students are invited to IEP meetings for which the purpose is the consideration of needed transition services; and has the district or other public agency developed practices for inviting public agencies that are likely to be responsible for providing or paying for needed transition services to IEP meetings?*

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ATTACHMENT 1: Ia: Formal Complaints								
(1) Reporting Period	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: 8/31/04
July 1, 2003 - June 30, 2004	57	41	8	8	2	25	19	0
July 1, 2002 - June 30, 2003	73	44	22	7		22		0
July 1, 2001 - June 30, 2002	66	42	18	6		21		0
July 1, 2000 - June 30, 2001	67	41	11	15		40		0
July 1, 1999 - June 30, 2000	86	54	15	17		69		0
July 1, 1998 - June 30, 1999	70	45	18	7		63		0
TOTALS	419	267	92	60	2	240	19	0

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ATTACHMENT 1: Ib: Mediations					
(1) Reporting Period	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 8/31/04
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
July 1, 2003 - June 30, 2004	51	20	45	17	4
July 1, 2002 - June 30, 2003	21	31	20	20	8
July 1, 2001 - June 30, 2002	28	34	24	20	3
July 1, 2000 - June 30, 2001	28	36	22	14	7
July 1, 1999 - June 30, 2000	15	26	14	18	7
July 1, 1998 - June 30, 1999	43	27	39	16	6
TOTALS	186	174	164	105	35

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ATTACHMENT 1: Ic: Due Process Hearings					
(1) Reporting Period	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: 12/31/04
July 1, 2003 - June 30, 2004	158	29	7	19	0
July 1, 2002 - June 30, 2003	162	32	7		0
July 1, 2001 - June 30, 2002	154	36	9		0
July 1, 2000 - June 30, 2001	137	31	13		0
July 1, 1999 - June 30, 2000	147	31	8		0
July 1, 1998 - June 30, 1999	138	18	4		0
TOTALS	896	177	48	19	0

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2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Based on findings from the Consolidated Program Review Final Report and a Committee of Practitioners, the special education CPR team revised the program monitoring tools. The Committee of Practitioners consisted of special education directors and regional educational service district staff who had been through the previous monitoring cycle. Using the revised monitoring tools, the special education CPR team began the next program monitoring cycle in January 2004. For the 2003-04 school year, one-fourth of the school districts in the state were monitored. The team will maintain the use of these tools throughout the completion of this cycle (2006-07 school year), at which time all districts serving special education students will have been monitored as required by state and federal regulations.

Based on the results of the previous monitoring verification visit and the data collected from the first monitoring cycle, OSPI has revised the monitoring and corrective action processes to be more sensitive to student specific issues involving related services such as psychological counseling, physical therapy, and occupational therapy services. Districts are now required to address, through the corrective action plan, any related service issues identified during the monitoring visit with specific activities targeted to systemically improve the provision of related services to students. In addition, any identified student-specific related service issues will be included in the requirements for correction of non-compliance within one year of identification and required follow-up reporting and documentation procedures.

Parent participation in the evaluation and reevaluation process continues to be assessed through the monitoring visits and corrective action process. This has not been identified as a major issue for our state in the past. Approximately one-half of one percent of the student files reviewed through the monitoring process in the last four years has contained an issue in the area of parent participation. In districts where parent participation is identified as an issue, the district is required to address the issue with specific activities on its corrective action plan to systemically improve parent participation.

Complaint investigators and administrative law judges conducting due process hearings have been trained regarding special education law and legally constituted timelines for procedural safeguards.

Data from all of these sources were collected at the district level and can then be analyzed by individual districts, aggregated by county, region, or statewide. This assists the state in determining specific training needs in targeted areas of the state.

A corrective action matrix was developed and added to both the Citizen Complaint and Program Review processes. In either case, if a district has findings that call for corrective action, the matrix is sent to each school district along with their report. OSPI staff will fill in the matrix with those issues requiring district response along with the supporting data or corrective action(s) ordered. The district must fill in the columns specifying their actions taken or activities addressing those issues, timelines, the person responsible, and evaluation methods/outcomes used. The matrix must be returned to OSPI for approval and verification of completion.

OSPI will continue to utilize consolidated program review results, along with citizen complaint, due process, mediation and any additional data results to develop state sponsored training activities.

The Compliance Resolution Team and the Special Education Data Manager worked with the Office of Professional Practices to align the Due Process Hearing and Citizen Complaint Databases in the tracking of extension requests. Prompts have been built into the databases to ensure that staff entering the data are more aware of deadlines that may fall on a non-business day so that appropriate corrections are made and timelines met. This will help lessen the amount of late decisions seen in previous year's data. Work with the Administrative Law Judges (ALJs) in the implementation of this system is ongoing. This system indicates the ultimate due date or close of record date. A checks and balances prompt was also added in order to keep a more active check on the timelines (as opposed to looking at the issue after the fact). Staff from Special Education Operations, OSPI Legal Services, and the Administrative Law Judges will all be involved in revising the current system and implementing these activities. (Ongoing)

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The completion of the first monitoring cycle in June 2003 provided valuable data regarding common compliance issues across the state. These data were used to create a training module revolving around these common issues. Staff from the OSPI Special Education Operations section presented this training module throughout the state during the 2003-04 school year. Presentations were also made at Summer Institutes. This module will work as a "Trainer of Trainers" in order for multiple trainers and an unlimited number of participants to benefit. The module includes slides, trainer notes, and participant's handouts and is posted on the OSPI Special Education website as well as the Connecting Ideas CD. The module also includes twelve examples of compliant and non-compliant evaluations, reevaluations IEPs, present levels of performance, annual goals/objectives, and transition plans collected during the first monitoring cycle of students in a variety of disability categories with a diverse range of needs.

The data described in this report for the first year of the second cycle of special education involvement in the OSPI Consolidated Program Review process, in addition to data from citizen complaints, due process hearings and mediations, strongly suggest that many of the compliance issues identified in the monitoring of school districts could be mitigated by a comprehensive and concerted effort to improve instructional practice in special education (see Figure 1). The initiative to improve instructional practice should deliberately focus on linking current evaluation data to the corresponding components of the student's IEP and subsequent utilization of the IEP to guide the provision of special education and related services to students in a variety of educational settings. It is anticipated that a deliberate and focused effort to improve instructional practice from this perspective will also accelerate the academic performance of special education eligible students as measured by the Washington Assessment of Student Learning (WASL), and decelerate the dispute resolution efforts in special education that are characterized by disagreements over lack of student progress and inconsistencies in the evaluation, IEP, and delivery of services.

Even though large percentages of districts were identified as having compliance issues in the area of IEP Implementation/FAPE, the actual percentage of individual student files in which these compliance issues were identified was substantially lower (see charts 1 and 3). These data suggest that there are, in fact, many examples of appropriate instructional practices already in place in school districts. The data also suggest that examples of appropriate practices in a given school or district may be isolated and not consistent across the multiple environments in which special education and related services are provided.

The area of post-school transition is crucial to improving special education services from an outcome-oriented perspective. Given an increasing emphasis at the national level on focused monitoring for local districts and performance data reporting for states, it is important to recognize that post-school outcomes will likely be an integral part of future federal reporting requirements. Therefore, districts should thoughtfully consider ways in which post-school transition planning and service delivery is more integrated into secondary programs.

The concerted initiative to improve instructional practices in special education prior to future monitoring cycles should also increase and expand the number of examples of effective practices available for review by monitoring staff, thus significantly improving the monitoring results for all districts, reducing the number of due process hearings, citizen complaints and mediations, improve communication and relationships between staff and parents, and most importantly the services to and ultimate success of **all** students.

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OSPI's APR Citizen Complaint data for FFY 2003 shows that 49 decisions were issued within the reporting period. Of those, 28 were issued within the 60-day timeline. Of the three issued beyond 60 days, two were issued one day after the due date, and one was issued three days after the due date. Of the 21 decisions with documented extensions for exceptional circumstances, the two issued outside the extension were issued within three days after the extension. This represents less than 10% of the total number of complaint decisions that did not meet documented timelines. Of the complaints with extensions granted due to exceptional circumstances, the majority were granted an extension of 30 days or less. Compliance with timelines was an issue noted in the prior APR report. As a result of the systemic improvement measures described in the last APR report, the procedures in place resulted in the issuance of timely decisions. We are continuing to take steps to improve. OSPI has also introduced a voluntary complaint form to assist complainants in outlining their procedural issues and providing documentation, which allows us to investigate complaints more efficiently. OSPI provides trainings to districts and parents on complaint procedures, including timeline issues, and the need for complete and accurate information, to reduce the amount of time needed for obtaining follow up information in order to resolve a complaint. We will continue to review carefully circumstances where extensions are granted and work to ensure that complaints are resolved within 60 days or within the extension timeline if exceptional circumstances exist. It is important to remember, however, that accurate findings and conclusions are dependent upon the timely and complete information provided to the investigators.

In FFY 2003, 26 of the 29 fully adjudicated decisions were issued within the 45-day timeline, or with documented extensions in accordance with 34 CFR 300.511. Expedited disciplinary hearings were all issued within the 45-day timeline. This represents substantial improvement from the prior APR report and reflects the measures described in the last report, including the addition of a full time ALJ and support staff. In one of the three decisions issued beyond the documented extension case, the ALJ granted an additional extension that did not meet the requirements of 34 CFR 311. This issue was brought immediately to the attention of the Office of Administrative Hearings (the agency delegated by regulation to conduct hearings for OSPI); and has been addressed. The APR requests data on fully adjudicated cases. The number of fully adjudicated cases does not adequately address the time involved in the vast majority of cases, which is approximately 80% of all due process hearing requests filed in Washington State. All due process requests involve at least one pre-hearing conference in order to clarify the issues and inform the parties of the procedures. The pre-hearing conference increases administrative efficiency. Many of the cases involve more than one pre-hearing conference. Many cases that may settle involve motions on preliminary issues with written orders issued by the Administrative Law Judge prior to hearing. Some cases reach settlement after the due process hearing has begun. The matters that do go to hearing involve high stake issues for parents and districts and hearings are set for multiple days. OSPI will continue to monitor timeline issues with OAH.

Mediations continue to be completed within state and federal timelines.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Materials and training modules will be developed to assist districts in completing the midpoint internal self-review, as required by the Consolidated Program Review corrective action process. Districts monitored during the first year of the second monitoring cycle (2003-04) will be trained on how to complete and submit this review to OSPI. The first set of internal self-reviews will be conducted and submitted in May 2006.

The mediation database will continue to be refined to the same detail as the Due Process and Citizen Complaint instrument. OSPI will maintain the same practices and procedures in place within the mediation system to ensure that timelines continue to be met.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Overlap of findings between the CPR, complaints, due process, and mediation databases were found in the area of IEP Implementation, which has been detailed out into many sub-categories. The sub-categories are displayed in Chart 2 of the Trend Data Section of this Cluster Area. As a result of this data analysis, a module will be developed, implemented, and staff training throughout the state will occur during the 2003-04 school year. OSPI will continue to analyze data from all of the referenced sources, aggregated by district, county, region and state, to target training issues and areas. Based on data analyses, OSPI will determine specific training needs within targeted areas of the state.

Continue with currently revised tracking database for Citizen Complaint and Due Process Hearing data.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

To address the area of "Timely Identification and Correction of Noncompliance for Washington" in the APR letter from OSEP:

- OSPI will convene Committee of Practitioners to review the results of federal OSEP monitoring and to assist in the development of a strategic response to identified non-compliance issues that will include a plan of required corrective actions at both the state and district levels with timelines for implementation. (Compliance Program Review Team by July 31, 2005)
- Through the Committee of Practitioners, OSPI will determine the most effective method for documenting correction of noncompliance involving individual students within one year of identification by August 31, 2005.
- Using the existing regional ESD network, OSPI will schedule presentations to disseminate corrective action plans generated through the Committee of Practitioners, with an emphasis on new standards related to correction of student-specific non-compliance within one year of identification and required follow-up reporting and documentation procedures by October 31, 2005.
- Beginning with districts monitored in the 2004-2005 program year, incorporate requirements for correction and documentation of student-specific non-compliance (including psychological counseling, physical therapy, and occupational therapy services as well as parent participation in the evaluation and reevaluation process) in Consolidated Program Review Final Reports. CPR Program Staff will approve and track desired outcomes and evidence of change indicators based on district specific baseline data through the corrective action plan process by January 1, 2006.
- OSPI will submit a report to OSEP that includes an analysis of expected results and actual outcomes related to non-compliance issues identified in the federal OSEP monitoring report by March 28, 2006.
- **Evidence of Change** – Monitoring instruments will be revised based on the outcome of the Committee of Practitioners' meetings. All districts monitored in the 2004-05 school year (and beyond) will submit, after appropriate training, documentation regarding correction of noncompliance involving individual students.
- **Target** – All districts, beginning with those monitored in 2004-05, will submit documentation to OSPI regarding correction of all issues of noncompliance involving individual students. OSPI will review and maintain this documentation for each district identified with student-specific issues of noncompliance.

The Compliance Resolution Team and the Special Education Data Manager will continue to work with the Office of Professional Practices (OPP) to align the Due Process Hearing and Citizen Complaint Databases in the tracking of extension requests. For due process hearings, Special Education Operations and OPP will consolidate from using two databases to only one. The Special Education Data Manager will take the lead on this with feedback from OPP and Compliance Resolution staff. Spring 2005.

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OSPI will work with Sound Options (contracted mediators) to continue to refine Mediation Database to match the detail of the Due Process Hearing and Citizen Complaint Databases. (Ongoing, Compliance Resolution Support Staff and Special Education Data Manager)

OSPI will continue to update and refine, as necessary, Due Process Hearings and Citizen Complaints Databases so that all hearings and complaints meet federal and state timelines 100% of the time. (Compliance Resolution Support Staff)

OSPI will continue to work with the Office of Administrative Hearings and train the Administrative Law Judges. (Compliance Resolution Support Staff)

Staff from the Center for Change in Transition Services will:

- Continue to conduct targeted reviews in high schools and middle schools to assist districts in program evaluation and developing action plans to provide quality programs for special education students. (Ongoing.)
- Identify teams in local school districts with exemplary practices in transition services and support these teams to conduct targeted reviews in school districts requesting this assistance in their initial efforts to develop plans for providing quality transition services. (Ongoing.)
- Provide training to parents, advocacy groups, and adult service agency providers regarding transition services to special education students ages 14 to 21 as required by IDEA. (Ongoing.)

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Cluster Area I, Probe GS IV: Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

- There are sufficient numbers of administrators, teachers, related service providers, paraprofessionals to meet the identified needs of all special education students in Washington State.*
- To retain and enhance the skills of existing special education personnel.*
- To enhance inservice preparation activities for all personnel.*

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004): *618 Federal Personnel Data Collection:*

Preschool Teachers	Fully Certified	Not Fully Certified	Total	Vacancies	Self Contained	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	479.18	7.12	486.3	6.2	SY 98-99	1318.4	15.45	1333.85	15.5
SY 99-00	466.06	2.75	468.81	4	SY 99-00	1220.47	19.6	1240.07	22.4
SY 00-01	499.54	7.9	507.44	4.2	SY 00-01	1394.15	15	1409.15	34.7
SY 01-02	428.89	19.02	447.91	11.52	SY 01-02	1390.35	44.48	1434.83	30.28
SY 02-03	472.25	20.31	492.56	4.4	SY 02-03	1635.71	54.76	1690.47	12.38
SY 03-04	467.98	20.31	488.29	16.21	SY 03-04	1609.9	44.26	1654.16	27.3
Consulting/Itinerant Teacher	Fully Certified	Not Fully Certified	Total	Vacancies	Home/Hospital	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	314.95	1.85	316.8	6.8	SY 98-99	37.5	1	38.5	0
SY 99-00	200.57	0.94	201.51	10.65	SY 99-00	24.17	2.13	26.3	1
SY 00-01	225.34	4.06	229.4	1.5	SY 00-01	32.14	0.36	32.5	1.1
SY 01-02	206.38	2.2	208.58	3	SY 01-02	18.18	0.05	18.23	0.1
SY 02-03	217.65	2.1	219.75	2.4	SY 02-03	51.24	1.93	53.17	1.1
SY 03-04	174.7	.39	175.09	6.4	SY 03-04	28.12	.5	28.62	2.1

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Resource Room	Fully Certified	Not Fully Certified	Total	Vacancies	Inclusion Classrm Teachers	Fully Certified	Not Fully Certified	Total	Vacancies
SY 98-99	2822.09	27	2849.09	24.4	SY 99-00	229.81	1.39	231.2	5.2
SY 99-00	2565.98	29.28	2595.26	36.12	SY 00-01	159.37	4.5	163.87	2.1
SY 00-01	2859.69	24.22	2883.91	55.25	SY 01-02	174.55	8.83	183.38	1.5
SY 01-02	2904.96	73.1	2978.06	43.58	SY 02-03	171.26	1	172.26	2
SY 02-03	2893.56	99.74	2993.3	29.32	SY 03-04	147.99	2	149.99	19.1
SY 03-04	3558.6	61.66	3620.26	48.8					

2. Targets (for reporting period July 1, 2003 through June 30, 2004): Additional Data, Targets and 3. Explanation (for reporting period July 1, 2003 through June 30, 2004):

The baseline data displayed in *No. 1 Baseline/Trend Data*, above gives a picture of Washington State's special education staffing from the 1998-99 through 2003-04 school years. These data may not show the complete picture for Washington's special education personnel but are a consistent data collection over an extended period of time. In response to the continued need, not necessarily shown in the data above, Washington has funded a number of projects through the State Improvement Grant (SIG) to encourage staff to either stay in the field of special education or enter the field.

- a) An Institute of Higher Education (IHE) representative is serving on the technical assistance committee to develop a future plan for involving the Association of Trainers of Special Education Personnel (ATSEP). ATSEP will meet quarterly in 2004-05.
- b) State will continue funding with the Incentives Program, providing stipends and forgivable loans.(SIG- Goal 3)

Through the SIG (Goal 3), the Incentives Program provides career and educational opportunities to special educators through allocation of Conditional Awards in Special Education (CASE). These awards are intended to assist individuals in obtaining a special education teaching degree, endorsement or the necessary credentials for special education preparation areas. The awards can be used for educational expenses, including defrayment of tuition costs. They can also be used for institutions of higher education outside the state of Washington. CASE awards are available to professionals working in the following fields:

- **Special Education Teachers**
- **Related Service Professionals:**
 - Occupational Therapists
 - Physical Therapists
 - Speech Language Pathologists
 - School Psychologists
- **Paraeducators** enrolled in programs that lead to an AA degree in a special education-related field.

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This award process is open to those enrolled in programs that lead to state certification or endorsement, or programs accredited by relevant national professional organizations. This award is conditional on the recipient's commitment to provide special education services for three years in Washington State P-12 public schools. Failure to serve the three years will require repayment of the award plus a five percent per annum interest charge on the unpaid balance. The application process is competitive.

Applicants must provide documentation of acceptance to, or enrollment in, an accredited university program. Awards are allocated through university financial aid offices and are allocated according to full- or part-time enrollment status. Candidates must be of junior or senior year status if in a four-year special education program.

Awards may be up to \$4,000 per year (approximately \$3,000 for special education teachers and related service professionals, and \$1,000 for paraeducators).

Awards are allocated approximately as follows:

- 50% of available award funding will go to Special Education teachers,
- 25% of available award funding will go to Related Service Professionals, and
- 25% of available award funding will go to Paraeducators.

The number and breakdown of awards to special education staff are shown in the table below.

Incentives Data	
2002-03	
37 Teachers	\$93,750
15 Related Services	\$39,250
4 Paraeducators	\$2,888
<i>56 Total</i>	<i>\$135,888</i>
2003-04	
43 Teachers	\$146,500
16 Related Services	\$47,000
7 Paraprofessionals	\$3,675
<i>66 Total</i>	<i>\$197,675</i>
2004-05	
41 Teachers	\$115,250
18 Related Services	\$58,500
3 Paraprofessionals	\$2,450
<i>Total</i>	<i>\$176,200</i>

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Distribution of applications, newly awarded and renewals:

Teaching Area	# New Applications	# Awarded	# Renewal Applications	# Awarded
Teachers	91	2	17	16
SLPs	2	2	3	3
School Psychologists	14	9	3	3
Paraeducators	2	1	2	2
TOTAL	110	38	25	24

Teacher Opportunity Pathways (TOP) assists districts in building a pool of high quality and qualified special education teachers. TOP also provides alternate routes to special education teacher certification that are flexible, expedient, and affordable without compromising quality. The focus of this program, in coordination with the SIG, is the implementation and impact of teaching models designed to utilize proven instructional strategies in the classroom. Also, another focus area is the emphasis on research-based math and reading instruction. Outcomes measured in the project included enrollment, use of Nine Essential Instructional Strategies by paraeducators in the classroom, and process measures such as the number of paraeducators, coaches, and faculty involved in the program and completion of sessions. Paraeducators from districts throughout Southwestern Washington participate in the TOP program.

TOP Program Data
25 of 26 program completers through June 2003
16 expected to complete program in June 2004
30 expected to complete in June 2005 with expansion to Centralia area

c) To implement the competency-based personnel preparation in at least eight public and private IHEs.

Preservice & Inservice Training Demonstration Site Data

Goal one of the SIG is to improve the academic performance of special education students. One of the objectives of the SIG goal is to identify and implement a model literacy approach statewide. This will be accomplished through two IHEs with six school districts.

Demonstration Sites 2002-03

Demonstration sites were first funded in the 2002-03 school year. Nine sites applied and were funded through an RFP process incorporating guidance that sites should provide for in-service or pre-service education of special education teachers and paraeducators. In addition, sites were to implement best practices in special education.

Each of the nine projects incorporated approaches to pre-service and in-service development for special education services. Beyond this commonality, the projects were varied, and included foci on autism, severe emotional and behavioral disorders, developing inclusive classrooms, improving reading instruction, and creating pathways to achieving state competencies and to teacher certification for paraeducators.

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2002-03 Demonstration Sites

Primary Focus	Sites
Literacy	1
Behavior support	2
Professional development	4
Autism spectrum disorders	1
Inclusion practices	1

Projects were not required to outline evaluation plans in their proposals. However, at grant mid-point, projects were given individualized summaries of the products and outcomes that OSPI identified in their original grant applications, and asked to report on these products and outcomes in their year-end report. Primary outcomes reported were the number of personnel trained, development of materials available for use by other districts, and number and type of presentations made about the projects.

Personnel Trained

Collectively, the 2002-03 sites trained a total of 60 pre-service students, 20 in-service teachers, and 45 paraeducators.

Materials Developed for Use by Other Districts

Several sites developed materials or models that were available for use by other districts.

- The Seattle University/Clover Park collaboration at the Child Study Treatment Center produced a manual of *25 Best Practices* for working with students with emotional and behavioral disorders.
- Antioch University and Madison Middle School in the Seattle School District developed a manual on best practices in inclusive classrooms. The project developed model forms for inclusion: worksheets on dual planning, curricular integration, and *IEP-At-A-Glance*. Finally, the project developed specific curriculum models in literacy, numeracy, science, social studies, and art.
- Pacific Lutheran University and Kent School District collaborated on the STRIDES (Students That Require Individually Designed Education Services) project. They developed both program and staff development forms for use by schools in adopting the STRIDES model.
- The Teacher Opportunity Pathway (TOP) Program developed by Educational Service District 112, City University, and the Southwest Washington Consortium for Teacher Development developed course handbooks on integrated literacy, math content instruction, behavioral analysis and management, educational technology, and integrated special education core curriculum.
- Big Bend Community College, Wenatchee Valley College, North Central Educational Service District, and Columbia Basin Consortium of Small Rural Schools collaborated on a project to increase compliance of special education paraeducators with Washington State's core paraeducator competencies. The project developed a professional development matrix and self-assessment tool for use by paraeducators in identifying pathways to core competencies.

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Presentations on Demonstration Models

Presentations were made by two demonstration projects, one at the OSPI First Annual Promising Practices State Conference and one at the International Council for Exceptional Children (CEC) conference.

In the area of Behavior Supports, throughout the 2002-2003 academic year, six 2-hour workshops were conducted with the best practices design team. During these workshops, contributors met, brainstormed, and wrote about current issues teachers face concerning problem behavior and effective ways to intervene. These brainstorming sessions captured actual knowledge gained from the "hands-on" experience of teachers and faculty members who have been in the field for many years. The knowledge captured in the brainstorming sessions was organized and formatted to fit this manual. Theoretical underpinnings were added to enhance the recommendations even further. During the 2003-2004 school year, the content of this manual was further refined and edited.

Demonstration Sites 2003-04

In July 2003, an RFP for model demonstration sites was released by OSPI for the second year. The RFP adopted a more structured and directive approach. It specifically required:

- Demonstration of research-based and proven strategies,
- Consultation with originating researchers if a departure from the original model was proposed,
- Identification of desired outcomes,
- Development of an evaluation plan, and
- Commitment to strategies for dissemination of project results and findings.

A total of 33 applications were received in response to the 2003 Request for Proposals for Demonstration Site Partnerships. These applications were forwarded to a reading panel made up of three teams which rated the applications. The panels included representatives of school districts, institutes of higher education, and OSPI. Eighteen demonstration sites were ultimately recommended for funding by the reading panel. Of these, seven sites were continuing projects which received funding for the second year. The table below summarizes the projects funded by focus area.

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CIP Demonstration Sites 2003-04

Focus Area	IHE/District Partners
Literacy	<ul style="list-style-type: none"> • WSU/Colfax, Palo use and Lacrosse School Districts • UW/Northshore School District • WSU/Pullman School District • EWU/Nine Mile Falls School District • EWU/Northport Schools • WSU/Walla Walla School District • PLU/Concrete School District
Behavioral Support	<ul style="list-style-type: none"> • PLU/Kent School District • UW-Tacoma/Tacoma School District • Seattle University/Clover Park School District
Secondary Transition	<ul style="list-style-type: none"> • UW/Snohomish School District
Teacher/para training and preparation	<ul style="list-style-type: none"> • City University/South West Washington Consortium • PLU/Pierce College/Bethel School District • Antioch University/Seattle Public Schools • CWU/Cascade School District
Math	<ul style="list-style-type: none"> • EWU/Mead School District
Autism	<ul style="list-style-type: none"> • UW/Bellevue School District
Assistive Technology	<ul style="list-style-type: none"> • CWU/Camas School District

Over the two years in which demonstration sites have been funded by the Connecting Ideas Project, a total of 20 unduplicated sites were funded. Several focus areas are apparent among the sites. These areas include literacy, mathematics, behavior, secondary transition, use of technology for effective teaching, and strategies for increasing the availability of effective special education personnel. Sites were located in areas distributed across the state and in a variety of communities: urban, suburban, rural, and isolated.

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FOCUS OF 2003-2004 DEMONSTRATION MODEL SITES

In 2003-04, the 18 model demonstration sites included seven funded the previous year. The following summarizes the focus of the projects in 2003-04. Some sites had more than one focus area: for example, one project used technology to teach writing and another linked positive behavior support with structured reading instruction. In general, the sites can be categorized as falling into six primary areas of focus.

Number of 2003-04 Demonstration Sites by Focus Area

A. Focus Area*	Sites
Literacy (reading, writing, language)	8
Mathematics	1
Behavior support	4
Secondary transition	1
Professional development	4
Use of technology for instruction	1

*One project is reflected in both behavior support and literacy.

Personnel Preparation Model Projects

Personnel preparation was a focus for all projects funded in 2003-04, but four projects had personnel preparation as the primary focus. Of these four, only one also reported student outcomes. For the balance of projects, personnel preparation was combined with a focus on improved student outcomes. Projects focused primarily on personnel preparation worked with both teachers and paraeducators.

- The Bethel School District collaborated with Pierce College on a second year of a project on forming effective teacher/paraeducator teams. Classes were provided in a Paraeducator Academy, which included instruction on classroom and behavior management, education planning, and support strategies for curriculum and instruction. Paraeducators from schools and grade levels throughout the district participated in grant-funded activities. Course evaluations and course completion were used to evaluate success of the project. A plan to have paraeducator/teacher teams present capstone projects to their peers had limited success.
- The TOP project provided an alternative pathway for paraeducators to become special education endorsed teachers. Outcomes measured in the project included enrollment, use of Nine Essential Instructional Strategies by paraeducators in the classroom, and process measures such as the number of paraeducators, coaches, and faculty involved in the program and completion of sessions. Paraeducators from districts throughout Southwestern Washington participate in the TOP program.
- The collaboration between the Seattle Public Schools at Madison Middle School and Antioch University focused on increasing the use of best practice inclusion strategies in the classroom. Outcomes of the project were measured through development of best practices instructional modules in several curricular areas, and student portfolios and self-assessments for student teachers.
- The DATA Replication Project conducted by the University of Washington at the Bellevue School District provided training to in-service and pre-service teachers in working with students with autism in early childhood classrooms. Outcomes measures for personnel preparation included participation rates in training sessions, student portfolios, and observation of student demonstration of competencies in the classroom.

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Literacy-Focused Projects

Eight sites proposed strategies to improve literacy among special education students. None used the same approach. The number of students served in the literacy projects ranged from 12 to 1,295 per project. The median number was 29 students. Of the eight literacy sites, seven returned final reports and are reflected in this evaluation report.

Three sites (Northport, Walla Walla, and Northshore School Districts) implemented three-tier approaches to assessing reading skills and teaching reading. While the overall three-tier structures were similar (for example, all were implemented in elementary schools), they were not part of a coordinated approach across the sites, and each used a different curriculum for reading instruction. Curricula used included Corrective Reading, University of Florida Learning Initiative (UFLI), Peer Assisted Learning (PAL) Reading and Writing Lessons, Read Well, Open Court, and Phono Graphix. Specific measures used for both assessment and tracking outcomes varied from site to site. At most sites, DIBELS and the Woodcock-Johnson III were part of the assessment basis. However, the portions of the Dynamic Indicator of Basic Literacy Skills (DIBELS) and the Woodcock-Johnson III used differed between sites. Most sites also used some curriculum-based assessment measures.

The remaining literacy demonstration projects were implemented in single sites.

- Nine Mile Falls School District implemented a double-dose approach to reading instruction in two elementary schools. The sites used the Open Court and Read Well curricula in double-dose with all special education students. Outcomes were measured using DIBELS and curriculum-based assessment.
- Project BEST in the Tacoma Public Schools implemented a combined literacy and behavior initiative in elementary schools in the district. The literacy portion focused on delivery of scientifically based reading instruction through use of the Corrective Reading curriculum. Outcomes were measured using DIBELS and curriculum-based assessment.
- The Pullman School District and the Muckleshoot Tribal School, in conjunction with Washington State University, implemented the UFLI reading intervention developed at the University of Florida. This intervention is not a curriculum per se, but a method of one-on-one tutoring intervention with struggling readers.
- The Colfax, Palouse, and LaCrosse School Districts participated with Washington State University in revising the Online Writing Lab to allow access to students receiving special education services in order to improve their writing skills. Pre-service students served as writing tutors, reviewing and commenting on writing samples submitted on-line by the special education students enrolled in secondary schools. Evaluation was based on grades and anecdotal reports of writing tutors.
- The Camas School District, working with Central Washington University, implemented a project to increase appropriate use of assistive technology resources by special education teachers in elementary, middle and high schools in the district. While their primary measure was utilization of assistive technology, they also measured use of contextual language, story writing, and writing mechanics by 13 students (a subset of the 56 students originally measured at pre-test) using the Diagnostic Achievement Battery.

In addition to sites that specifically focused on literacy as an outcome, two sites focusing on positive behavioral support also reported improvements in literacy measures. These projects included the STRIDES project implemented by the Kent School District and Pacific Lutheran University and the Positive Behavioral Support project at the Child Study Treatment Center in the Clover Park School District, working in partnership with Seattle University.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Behavior Support-Focused Projects

Four sites addressed positive behavior support – three with behavior as their primary focus and one with a dual focus on behavior and literacy. All three of these sites working with students in elementary and secondary grades reported positive impact of their projects on literacy among students with whom they worked.

- The University of Washington-Tacoma and the Tacoma School District implemented Project Best, an approach that linked scientifically based reading instruction, data-driven decision making and positive behavioral support. Student teachers worked with cooperating (in-service) teachers to implement the Corrective Reading curriculum. Student progress was tracked using DIBELS and daily curriculum-based assessment measures. Behavior of students in these classes was rated for frequency and severity by classroom teachers. Reductions in teacher ratings of problem behaviors were noted for participants as compared with matched non-participants. Additionally, gains in reading skills were noted in comparison to peers not receiving the specialized instruction.
- The Kent School District and Pacific Lutheran University collaborated for a second year on implementation of the STRIDES Project in targeted emotionally behaviorally disabled (EBD) classrooms. The project included teaching students meta-cognitive skills for problem solving in order to increase student self-management, and incorporating systematic behavior management strategies. Academic achievement was measured by changes in reading, writing, and math scores. Behavioral changes were measured using the Behavioral Assessment System for Children and the Walker-McConnell Scale of Social Competence. At the elementary levels, student gains in reading were high. At the secondary level, gains among participating students were comparable to those shown by non-participating students. STRIDES students also exceeded both expectations and the performance of their non-participating peers in mathematics. The project did not report on behavioral outcomes.
- The Clover Park School District in Lakewood, Washington is the site of the Child Study Treatment Center, encompassing two schools: Oakgrove and Firwood, serving students with severe emotional/behavioral difficulties referred from throughout the state. These schools collaborated with Seattle University to implement school-wide positive behavior support. Both academic and behavior measures were used to evaluate the project. Students showed gains on six of eight behaviors over the project behavior. In addition, students showed gains in reading, math, and written language, although the extent to which these gains were anticipated was not discussed.
- The DATA Replication Project conducted by the University of Washington at the Bellevue School District provided training to in-service and pre-service teachers in working with students with autism in early childhood classrooms. The DATA Replication Project measured outcomes for children through the AEPS (Assessment, Evaluation, Programming System), by child placement post-preschool and by parent attendance at school events and training. Gains for children were noted in the adaptive and social domains.

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Mathematics-Focused Project

A single project sought to improve math scored among students. The partnership between Eastern Washington University and elementary and middle schools in the Mead School District used *Mastering Math Facts* and *Word Problems Made Easy* programs in a three-tier intervention in teaching math skills. Teachers and paraeducators at three elementary and one middle school received training in the curricula, as well as training in effective practices for math instruction. Measures used in the project included several Woodcock-Johnson III panels, the Scholastic Reading Inventory, curriculum based assessment, and a district math assessment. No consistent pattern of gains was noted.

Secondary Transition-Focused Project

The Snohomish School District, in collaboration with the University of Washington, undertook three interventions aimed at improving the post-secondary outcomes of special education students in the Snohomish High School. These included collection of post-school outcomes for students to inform teaching, transition planning, and partnerships with post-school settings; training on self-determination for special education students, and training for teachers on accommodations in the classroom. No standardized measures were used in the project. The Snohomish School District reports highly positive outcomes from the data analysis on post-secondary outcomes in particular – significant enough that data collection has been expanded to include both special education and general education students to increase the effectiveness of planning for the district as a whole.

2003-04 MODEL DEMONSTRATION SITES EVALUATION

To date, final reports have been received from 17 of the 18 sites. Since most of the first year's projects were funded again in the second year and because site evaluation reports were not required the first year, this evaluation focuses on projects funded in 2003-04. The discussion that follows is taken from those final reports and organized around the original objectives of the first goal of this grant. These include creating models demonstrating research-based best practices, teacher training (both in-service and pre-service), disseminating information about the model practices, and lessons learned in implementation and student outcomes (making a difference in academic performance for students receiving special education services).

Models of Best-Practices in Washington

Several models of best-practices have been implemented in the State of Washington. Some of these projects were funded for a two-year period by the grant, and others used grant funds to continue an already existing effort. Most of the demonstration projects had a plan for disseminating information on the model. Each of the 18 demonstration projects most recently funded is featured on the OSPI web site. All of the demonstration projects were linked to an IHE and all involved pre-service and/or in-service personnel preparation.

In summary, while the focus has been narrowed for the remaining two years of the grant, information about the best practices modeled in the projects funded to date continues to be available to schools interested in those practices. Even where the demonstration of the researched practice did not result in measurable changes in outcomes for youth at the demonstration site, the practice itself, if based on proven research, should result in the anticipated positive outcomes for youth. The many projects funded so far have increased options available to schools in Washington.

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Partnership with Institutes of Higher Education

One of the original objectives of the demonstration sites was to create linkages with each of the state's eight Institute of Higher Education by funding projects in the IHE catchment areas. This would serve several functions: to encourage the bridge from research to practice, to ensure that student teachers had an opportunity to learn from experience in the model sites, and to instill those practices in the curriculum so that teachers would continue to be trained in those skills. While funds were awarded through a competitive process that did not specifically consider geographic distribution, model projects were supported in all areas of the state over the two-year funding period.

Model projects funded under the grant to date did result in personnel training, both pre-service and in-service. The projects were an avenue for putting research into practice. The majority of projects described the relationships forged between districts and IHE partners as very positive, and presumably these positive relationships will continue to support placement of student teachers in school districts for training.

However, not all projects are sustainable. Among the 2003-04 projects, seven of the 17 providing final reports stated that their projects would not continue without state funding in 2004-05. Two specifically stated that they would be unable to continue project activities without financial support. The balance (nine projects) were silent on the subject of sustainability.

Personnel Preparation

Pre-Service Personnel Trained

Across all 17 reporting projects funded in 2003-04, including those specifically focused on personnel preparation and those focused on student outcomes, 205 pre-service personnel received training. These were primarily special education student-teachers, but did include some general education student-teachers. The number of student teachers involved in each of the demonstration sites ranged from three to 52, with an average of 14 student teachers per site (median of six).

In-Service Personnel Trained

A total of 390 in-service personnel received training in the reporting demonstration sites. As with students and student-teachers, the numbers of in-service personnel trained at specific sites ranged widely from six to 87. The average number at each site was 23, and the median was 18. In-service personnel trained included special education and general education teachers, paraeducators working in both special education and general education classrooms, and associated professionals. Special education teachers and paraeducators were the most frequent participants in training at the sites.

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In-Service Teacher Preparation 2003-04 Demonstration Site Projects					
Focus Area	Special Ed	General Ed	Paras	Other	Total
Literacy	11	27	21		59
Mathematics	7		8		15
Behavior	12		38	35	85
Secondary transition	5	5	6	2	18
Professional development	129	9	52	2	192
Use of technology	11	8		2	21
Total trained	175	49	125	41	390

d) To retain and enhance existing personnel in special education.

Of the three OSPI Summer Institutes held during the Summer of 2004, 2,593 special education staff participated. This is an increase from the 2003 institutes, in which 1,471 special education staff participated.

In addition to the overall OSPI Summer Institutes, the Special Education Section sponsored summer institutes in the areas of: Assistive Technology; combined institute with a focus on: Autism, Deaf/Hearing of Hearing, Visual Impairments, Early Childhood, and Significant Disabilities; Creating Safe Schools and Communities for At-Risk Children and Youth; Talking to Kids in Crisis; and Special Education Administrators. Consistent accounting of personnel attending these institutes has not been previously tracked. Information on the number and type of participants for these summer institutes is reported below:

Assistive Technology	Combined Institute	Safe Schools	Kids in Crisis	Spec Ed Administrators
23 Spec Ed Teachers	121 Teachers: Sped, Deaf, Blind	108 registered participants between the two institutes.		9 Spec Ed Teachers
6 Gen Ed Teachers	57 Paraeducators	More detailed data will be collected from the 2005 Summer Institutes. These two institutes cross over and build upon each other, and the participants are often the same in both.		6 School Psychologists
1 Administrator	16 Admin/Directors			139 Administrators
22 Related Serv Providers	31 (OT/PT/SLP/Nurse)			6 Other Sch Dist Staff
3 Family Members	24 Family Members			5 Other Non Sch Dist Staff
1 Other Sch Dist Staff	24 Interpreters			3 IHE
1 Other Non Sch Dist Staff	35 Consult/Presenters			1 Part C Provider
	6 Sch Counselor/Psych			
	1 Family Resource Coord.			
	1 B-3 Day Care Provider			
	14 Other			

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A technical assistance document was also developed from the Behavior Demonstration Sites. This best practices guide was written for general and special education teachers who work with students that demonstrate severe emotional and behavioral disorders in the classroom. It was agreed by demonstration site staff that students in today's classrooms are demonstrating challenging behaviors that are more frequent and intensive than in previous years. Teachers complain about not having the knowledge base, skills, or confidence to teach these students. In addition, there is a severe shortage of teachers trained in this area. This shortage of teachers is also coupled with a high burn-out rate among existing teachers, since students with emotional and behavioral disorders are especially challenging to teach.

One goal in writing this manual is to provide current and future teachers with information regarding effective practices for working with students that are demonstrating emotional and behavioral disorders in the classroom. It is hoped that the knowledge presented will help teachers feel more confident in working with these students and help teachers be more effective in their practices which would then result in more students with emotional and behavioral disorders receiving the help they need and at the same time reducing teacher burnout and retaining more teaching staff.

- e) To establish an inservice program clearinghouse for special education. (SIG Goal 3) (Ongoing) The Clearinghouse was established in September 2002. Since that time, the website has been utilized by a number of organizations who sponsor training events throughout the state as well as national training events. A search engine allows users to find trainings, conferences, workshops, and classes by topic, data location, or sponsoring institution. The Clearinhouse is BOBBY approved, ensuring that site is accessible to persons with disabilities. Information is updated monthly. The Clearinghouse is tracking client usage, including who is accessing the site and what topics are of highest interest.
- f) To maintain and update the materials catalog, training calendar, web page, and training hotline. (SIG Goal 3) (Ongoing in partnership with PAVE). This will all be accomplished electronically via the Internet, since this type of calendar is constantly updated or modified. A hard copy version would likely be out-of-date before it was even published. This information has been incorporated with the Clearinghouse website. Additionally, links to and from the Clearinghouse have been made with OSPI, parent training and information centers (PTIs), educational service districts, colleges, universities, technical schools, personnel organizations/associations, and others. The training hotline was established in 2002 and will continue to be maintained.
- g) To establish a special education mentorship program. (SIG Goal 3) WEA, OSPI, and ESD189 have developed a special education mentoring module. This module was presented in conjunction with the OSPI Teacher Assistance Program on June 21 and August 9, 2004 with 37 special educators attending the training. This training will again be offered during the summer of 2005.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): OSPI will:

- a) Implement the recommendations from the technical assistance committee to proceed with the personnel preparation model. The number of applicants funded for the 2005-06 will be detemined through the need demonstrated by the applications and the amount of funds available.
- b) Continue funding with the Incentives Program: Incentives program data for 2005-06 contingent upon funding.
- b and c) Continue with Demonstration sites, TOP Program will continue working on curriculum alignment. Students receive \$1000 toward tutition costs.

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- c) Continue with Demonstration sites providing stipends to students at public and private IHEs.
- d) Review evaluations from the Summer Insitutes and adjustments will be made to reflect participant needs. OSPI will work to continue to increase the number and quality of special education professional d evelopment opportunities as part of OSPI's five year professional development plan to provide technical assistance on teaching and learning to special education and general education staff.
- e) Continue with mentorship program during the 2004-05 school year.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):
All of the activities below will be coordinated and conducted by the State Improvement Grant and Special Education Learning Improvement Staff:

- a) The 2004-2006 period will be used to develop a model for expansion of proven approaches in additional districts and schools, and to solidify working partnerships internally in OSPI and externally with IHEs and LEAs. Teacher preparation will be further enhanced by scheduled meetings of ATSEP (Association of Trainers of Special Education Personnel).
- b) OSPI will continue financial support of the Incentives as future funding allows. Awards for 2004-05 have already been granted. Application packages for 2005-06 are not yet available, but should be by Summer 2005 contingent upon funding. (Incentives program run through ESD 112)
- b&c) The state improvement grant, along with additional OSPI funds, will continue to assist personnel in utilizing the Teacher Opportunity Pathways (TOP) model.
- c) Each Demonstration Site is required to provide a final report describing their dissemination plan and activities. OSPI will also disseminate results of the Demonstration Site Projects at a variety of professional conferences. Articles of the findings from the Demonstration Project will be published in a variety of professional journals. Information on best practices will continue to be collected from the demonstration sites and collated in the SIG Annual Evaluation Report, (June), by the SIG Grant Coordinator. Publish and disseminate technical assistance materials developed from Demonstration Sites.

During 2004-06, the SIG will undertake two literacy and one positive behavior support strategy.

Enhancing Reading First Training

In order to enhance the capacity of Reading First schools to respond to the needs of students receiving special education students, the SIG will contract for training in several areas: specific teaching strategies for non-responders; use of DIBELS and other assessments for progress monitoring; research-proven intervention strategies; and classroom management for reading groups.

Expanding Effective Literacy Approaches beyond Reading First Schools

In 2004-06, the SIG will support expansion of Three-Tier instructional plans in additional schools statewide. In order to intensify impact of the intervention, schools will be targeted that are in common attendance zones and feeder school patterns. Contracted Institutes of Higher Education will provide training, student-teacher placement, and coaching to teaching staff in these schools.

In order to enhance parent participation in supporting literacy approaches, the SIG is contracting with PAVE (Parents Are Vital in Education) to provide parent training on literacy, including ways that parents can support reading skills in the home and understand instructional approaches in the schools.

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Positive Behavior Support

Implementation of Positive Behavior Support in Washington will be accomplished by a coordinated effort involving support for an existing State Needs Project (BEACONS) and a partnership of IHEs that will participate in a statewide behavior intervention. Those partners met during the last months of 2004 and are meeting early in 2005 to collaborate on the statewide system. As with literacy, the common approach developed will bring some economies of scale and identification of common measurable outcomes. Parent participation will also be supported by PAVE, which will provide parent training and support for the intervention in participating schools.

- d) OSPI will continue to include professional development strands relevant to special educators in the Summer Institutes. Additionally, OSPI will continue to sponsor summer institutes in the areas of: Assistive Technology; Negotiation; Mediation; combined institute with a focus on: Autism, Deaf/Hard of Hearing, Visual Impairments, Early Childhood, and Significant Disabilities; Serving Children with Emotional/Behavioral Disabilities; Talking to Kids in Crisis; and Special Education Administrators. Special Education Operations will track the number and type of participants trained in the special education summer institutes beginning in the Summer of 2004.
- e) OSPI will continue to provide and support the special education mentorship program (SIG Goal 3) using the WEA, OSPI, and ESD189 special education mentoring module. (Summer of 2005. WEA, OSPI, and ESD189 staff). This module was presented in conjunction with the OSPI Teacher Assistance Program on June 21 and August 9, 2004. This module will again be used as a training tool in the Summer of 2005.
- f) The Inservice Clearinghouse remains active on PAVE's website, but funding for the project is no longer available through the SIG. PAVE was funded in 2004 to coordinate parent training with institutes of higher education partners involved with the literacy and positive behavior supports in school districts.
- g) OSPI will collect data from Demonstration sites to determine the reduction in the percent behavior referrals, especially for students with emotional/behavioral disabilities.

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<p>Probes: GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?</p>
<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):</p> <ul style="list-style-type: none"> Procedures and practices are in place to ensure collection and reporting of accurate and timely data.*
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. <i>Use Attachment 1 when completing this cell.</i>):</p> <p>In August 1999, the OSPI special education office implemented an annual data collection bulletin. This bulletin described the federal special education reporting requirements, timelines, forms, and instructions for the 1999-2000 school year. Following the bulletin, monthly reminders were sent to all school districts and regional offices via both mail and email. This process was so well received by districts that we have continued with this bulletin and update as data collection requirements are revised. Templates are available from the special education website and also e-mailed to appropriate school district staff.</p> <p>After districts complete the Excel templates, they e-mail the templates back to the Data Manager. The templates have built-in checks and balances very similar to those in the templates states use from Westat. The data are reviewed and then imported directly into the appropriate databases. This process has dramatically reduced data-entry errors and decreased the amount of time involved in re-entering the data by hand.</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Washington school districts must submit child count, least restrictive environment, personnel and suspension/expulsion data using the Excel templates supplied by the SEA no later than the deadlines stated in the Annual Federal Special Education Data Collection Bulletin 55-03, dated August 1, 2003. Districts are required to use state-developed Excel templates and submit data templates to the Special Education Data Manager as an e-mail attachment. An e-mail distribution list for each district's special education data is kept current.</p> <p>Training is done individually as requested or by region using the Washington Interactive Video conferencing system and at various conferences and institutes.</p> <p>OSPI will make any changes/corrections to templates based on feedback from districts.</p> <p>OSPI will implement the Core Student Record System (CSRS) at the same time as the Excel template to collect the December 1 child count and environment data. This system will replace all student level data collections when fully implemented.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Feedback from the districts has generally been very positive regarding the implementation of the state-developed Excel templates. Issues primarily consist of: unfamiliarity with using the Excel application and e-mail and web server security issues with the Macros used within the Excel templates.</p> <p>The CSRS system, including the special education elements, was not ready to implement during the 2003-04 school year, but preparations are in placed for submissions to begin in September of 2004 and continue throughout the 2004-05 school year.</p>

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4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

OSPI will distribute templates and instructions for the 2004-05 school year by August 2004.

All districts will successfully download and submit all the federal special education data required using the state-developed Excel templates.

OSPI will continue to make any changes/corrections to templates based on feedback by districts.

CSRS coordinators will be identified in each school district. Districts will have the option to submit December 1 child count and LRE data using this process.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Continue to update e-mail distribution list as staff change. This list is kept current by the Special Education Operations Fiscal Plans Analyst.

Continue training efforts by the Special Education Data Manager and the Fiscal Plans Analyst.

Distribute templates and instructions for the 2004-05 school year by September 2004 by the Special Education Data Manager.

Continue to make any changes/corrections to templates based on feedback by districts. (Ongoing as needed by Special Education Data Manager)

Implement the CSRS to include the special education elements required for child count and LRE reporting requirements (OSPI CSRS Coordinator)

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Cluster Area II: Early Childhood Transition							
Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?							
State Goal (for reporting period July 1, 2003 through June 30, 2004):							
All special education eligible students leaving the Part C program are receiving the special education and related services needed by their third birthday. * (Agency Goal 3)							
Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):							
<ul style="list-style-type: none"> • The Part C and the Part B individual student record systems are related in a manner to ensure transition for children from Part C to Part B is all-inclusive and transitions are completed in a manner that meets compliance timelines. 							
1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004): The data in the table below represent the numbers of Part C students in a given school year. The December 1 count row correlates the students from the school year when they were age two to the December 1 count of when those same students would likely be age three and transitioned into the Part B system. Data sources: Part C federal data reports and Part B federal child count reports.							
School Year:	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
Part C Federal Data:							
Part B eligible	1098	1086	1279	1456	1416	1602	1721
Not Part B Eligible	155	98	98	127	103	147	175
Not Part B Eligible No Referral		59	78	58	91	119	154
Part B Not Determined		120	115	228	193	266	273
Dec 1 Count Year:	1998	1999	2000	2001	2002	2003	2004
Age 3 Part B December 1 Count	2365	2342	2426	2598	2696	2806	2862

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For preschool children determined eligible for Part B services, there is currently no method or process in place to assess if all children leaving the Part C program are receiving special education and related services by their third birthday.

Currently, Washington's Consolidated Program Review is the process by which school district's special education programs are monitored for compliance with state special education rules and regulations and IDEA, Part B federal requirements. Monitors review preschool student files to determine if the evaluation and assessment process resulted in the development of student goals and objectives and the delivery of specially designed instruction. Another component of the CPR process is the School District Special Education Director interview. During the interview process, the Directors are required to describe how the district participates in the transition of students from Part C to Part B; ensuring children are receiving appropriate services by their third birthday.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Data sharing agreements are in place between Part C and Part B lead agencies. OSPI will implement the Common Child Identifier system (Core Student Record System) in order for all special education eligible students leaving the Part C Program and entering the Part B Special Education system to be tracked as they make this transition into services by their third birthday.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

- OSPI 619 Coordinator met with OSPI Data Director to begin to address new transition data collection requirements. Met with DSHS/ITEIP Part C Coordinator and Part C Data Manager to review ITEIP data system to begin to assess the cost for linking the Part C and B data systems.
- Planning for developing a data-sharing link was suspended when the OSPI Data Director resigned in the fall of 2004.
- OSPI 619 Coordinator met with CSRS Manager in February 2005 to review data collection needs and to determine the feasibility of adding data fields in order to obtain early childhood transition data.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

CSRS Manager will continue to work adding the necessary data element to the Core Student Record System to determine if all special education eligible students leaving the Part C program are receiving the special education and related services needed by their third birthday. Test CSRS system (Part B) with ITEIP system (Part C). Set up an email (Part B system) to potential serving districts that a Part C student will possibly be transitioning within six months. Part C system contacts other stakeholders as to the same.

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<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <ul style="list-style-type: none"> • Collect necessary data to establish baseline (ITIEP and OSPI working collectively on this data collection). • Analyze data collected to identify districts that may benefit from technical assistance on early childhood transition requirements and recommended practices (619 Coordinator). • Project costs and allocate funds out of the 04-05 budget to develop an interface between the Part C and B data systems as recommended in the July 2003 WESTAT-funded research project final report developed in collaboration with the Department of Social and Health Services, State Infant Toddler Early Intervention Program and the Office of Superintendent of Public Instruction. • Provide web-based transition resource materials to assist districts in improving transition practices and in meeting transition timelines (619 Coordinator). • Refine Consolidated Program Monitoring tool and process to obtain information that demonstrates appropriate transition planning occurred, transition timelines were followed, children were in service by their third birthday, and the IEP correlates to the evaluation documentation (619 Coordinator and the Compliance Program Review Team).
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>ITIEP and OSPI will schedule meetings to continue discussion details around developing systems that follow-up on the connection between the Part C Database and K-12 Core Student Record System. The 619 Coordinator will work with ITIEP to analyze the data and identify barriers, and also practices of 'what's working', in order for eligible special education students receive the special education services needed by their third birthday.</p>

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<p>Cluster Area III: Parent Involvement</p> <p>Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?</p>
<p>State Goal (for reporting period July 1, 2003 through June 30, 2004): Parents of special education students are involved and satisfied with their child's free appropriate public education.</p>
<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):</p> <ul style="list-style-type: none"> a) Parents participate in eligibility, IEP, and placement decisions as required under federal and state law. b) Parents receive and understand their legal rights. c) Diverse parent representatives meaningfully participate on statewide committees. d) Training opportunities are available to all parents at no or minimal cost. *
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):</p> <p>a and b)</p> <p>Data collection during the 2003-04 Consolidated Program Review indicated seven files out of 1,239 reviewed had a finding regarding parent involvement. Parent participation and involvement was not an issue in mediations conducted in the 2003-04 school year. In the area of citizen complaints, there were eight findings in the area of parent involvement/participation, and in due process hearings conducted six findings were issued. These districts were required, as part of their corrective actions, to address this issue and any others found during the investigation by: district procedural changes, reevaluation, IEP revisions, reimbursement, IEP meetings, trainings, independent educational evaluations, or compensatory services.</p> <p>In addition to the onsite Consolidated Program Review visit, parent surveys are mailed to parents prior to the CPR team's visit to the district. A copy of the survey used during the 2003-04 school year is attached to this report. The survey consists of 15 questions covering the areas of: procedural safeguards, evaluation, IEP, discipline and an open-ended question for parents to add any information they choose. Of the districts monitored during this reporting period, surveys were sent to at least ten percent of the special education student population, depending on district size. For those districts with an extremely small population, surveys were sent to each family. Of the 2,768 surveys mailed out, 33 percent were returned. Surveys were made available to parents in alternative formats and languages.</p>

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

A summary of each survey question and the answers is attached to this report. Following is a summary of the main headings of the survey:

- Procedural Safeguards: received, in native language, explained: 92% yes
- Rights explained in an understandable manner: 85% yes
- Opportunity to provide input into the evaluation process (new question): 93% yes
- Evaluation: Invited to evaluation meeting (94%), received a copy of the evaluation report: 93% yes
- IEP: Invited to meetings (97%), time convenient (93%), received a copy (96%), provided input on IEP (94%), progress reports as scheduled (84%).
- Transition services addressed: 76%
- Participated in the development of transition services/needs: 69%
- Other agencies involved in transition services/needs: 25%
- Student excluded from receiving services due to disciplinary action: 9%

Comments/concerns raised by parents in these surveys will be forwarded to the Compliance Resolution team for any necessary follow-up.

c. State regulations mandate that 51 percent of the representatives on the special education advisory council (SEAC) be persons with disabilities or parents of special education students. Any other committees requiring input or policy recommendations always have parent representation and participation.

d. A large part of training for families is done through the state needs projects: Family/Educator Partnership Project (FEPP), the Autism Outreach Program, Early Childhood Inclusion Project, Washington Sensory Disability Services (WSDS), Parent to Parent, and Washington State Special Education Training for All (WSSETA). In addition, OSPI works hand in hand in coordinating trainings with PAVE (Washington's Parent Training Association). The purpose of FEPP is to help create partnerships between families, educators, and community agencies to support children and youth that need special education services. Family educator partnerships are changing the ways that families and educators work together to ensure educational success for children with disabilities.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Maintain current process of mailing parent satisfaction surveys to those families residing in districts being reviewed. Currently, we mail surveys out to 10 percent of the district's special education population. Work to ensure maintenance of return rate of those surveys (33 percent return rate, an increase from last year). This survey was revised from the 2002-03 version so questions are more parent-friendly. Continue to offer alternative formats and languages. This survey was in place for the beginning of the 2003-04 monitoring cycle.

Continue funding of state needs projects as identified by data sources. Work with the projects to ensure data are reliable and non-duplicative of their training regarding the quality of trainings and numbers of parents trained.

Connecting Ideas Project (State Improvement Grant) will continue its focus on working with families to improve academic and post-school outcomes for special education students as well as meeting training needs to ensure students continue to receive a free appropriate public education.

Maintain compliance protections for special education students and their families, this will be verified through consolidated program reviews, parent surveys, due process, citizen complaints, and mediations.

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Parent survey results from the 2003-04 program review will provide the OSPI special education program review team with additional information to either confirm or not confirm the data collected from the pre-visit submissions and site visits. Survey results seem to coincide with the results from the program review as well as issues raised in mediation, due process hearings, and citizen complaints. The coordination and cross-references of data collected will allow the state of Washington to develop focus areas of training, monitoring activities, and technical assistance tools.

FEPP Team Training promotes strong, shared leadership within a school district to bring a positive, proactive approach to planning services for children with disabilities. These teams commonly include parents, the special education director, teachers, paraeducators, general education staff, community representatives and others. This training is offered regionally.

During the 2003-04 school year, this project has distributed over 2,900 Family Educator Guides or CDs, presented the Guide to over 116 parents, 110 teachers, 14 administrators, 26 related service staff providers, and 106 others. Project staff work with Parent-to-Parent programs in every county within the state (there are 39) and are in contact individually with thousands of families of special education students each year as well as making presentations all over the state at a variety of conferences. Thirteen Ethnic Coordinators are located in hard to reach areas to meet the unique needs of families whose primary language is not English. FEPP also distributes a monthly newsletter to thousands of parents. Both the FEPP project and Parent-to-Parent work with the State Improvement Grant Coordinator to assist in the implementation of all six of the grants goals as they relate to families and students and participate on a variety of advisory boards and committees.

All of Washington's state needs projects have family-focused training strands, but the following in particular focus on family needs, training, and support: the Autism Outreach Project, Washington Association for the Education of Young Children Inclusion Project (WAEYC), Washington Sensory Disability Services (WSDS), Washington State Special Education Training for All (staff and parents) (WSSETA), and Washington State Parent to Parent Support Programs.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Maintain current process of mailing parent satisfaction surveys to those families residing in districts being reviewed. Currently, we mail surveys out to 10% of the district's special education population. Work to ensure maintenance of return rate of those surveys (33 percent).

Continue funding of state needs projects as identified by data sources. Work with the projects to ensure data are reliable and non-duplicative of their training regarding the quality of trainings and numbers of parents trained.

Connecting Ideas Project (State Improvement Grant) will continue its focus on working with families to improve academic and post-school outcomes for special education students as well as meeting training needs to ensure students continue to receive a free appropriate public education.

Maintain compliance protections for special education students and their families. This will be verified through consolidated program reviews, parent surveys, due process, citizen complaints, and mediations.

For detailed targets, activities and timelines regarding secondary transition, see Cluster Area V.

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Continue with the analyses of the data collection and tracking efforts of the state needs projects. Synthesize the state needs project data submitted to OSPI. OSPI will determine elements that are similarly defined and then summarize and analyze (Program Supervisor from Compliance Resolution and Special Education Data Manager, Summer 2005).

State needs projects continue to meet quarterly to discuss and coordinate how each project can continue to interact with one another (SIG Grant Coordinator)

Continue to make recommendations to the individual state needs projects as to data elements to be added to their systems to enhance their data collections efforts. This will enable OSPI to make decisions based on the data collected, which in turn will be used to develop statewide and regional training activities and determine future funding of activities. (Program Supervisor from Compliance Resolution and Special Education Data Manager, Summer 2005).

OSPI will continue to fund state needs projects as determined and identified by the data collected from all previously mentioned sources and as funding allows. These projects are funded out of federal discretionary monies that benefit the state as a whole or would not otherwise be available in a given region. Projects that may be provided by the Legislature for a given cycle would also fall into the state needs category. The projects provide training, support, and resources to parents, administrators, educators, and related service providers. The projects are: Autism Outreach Project, Bates Technical College (BTC) Paraeducator Training Program, BEACONS (Behavioral and Emotional Assessment and Curriculum for the Ongoing Needs of Students with or At Risk of Developing Emotional Disturbance), Center for Change in Transition Services, Family Educator/Partnership Project (FEPP), Special Education Mediation Program, Special Education Technology Center (SETC), WAEYC Early Childhood Inclusion Project, Washington Sensory Disability Services, and Washington State Special Education Training For All (Staff And Parents) (WSSETA). (Directors from Special Education Operations and Special Education Learning Improvement, Summer 2005).

OSPI will continue to deliver training and information to families of special education students in a variety of formats and venues. Seven summer institutes were sponsored by OSPI and delivered to parents, administrators, educators, and related service personnel. Topics of the institutes included: Assistive Technology, two separate institutes on Collaborative Decision Making: Negotiation and Mediation; Effectively Serving Children with Emotional/Behavioral Disabilities; Life Space Crisis Intervention: Talking to Kids in Crisis; Combined Summer Institute with separate strands focusing on: Autism, Deaf/Hard of Hearing, Visually Impaired; and the Special Education Administrators Workshop. (Directors from Special Education Operations and Special Education Learning Improvement, Summer 2005).

For detailed targets, activities, and timelines regarding secondary transition, see Cluster Area V.

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment	
Question:	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probes:	
BF.I	Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
BF.II	Are high school graduation rates and drop out rates, for children with disabilities comparable to graduation rates and drop out rates for nondisabled children?
BF.III	Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State or to the rates for nondisabled children within the agencies?
BF.IV	Do performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
BF.V	Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
BF.VI	Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
State Goal (for reporting period July 1, 2003 through June 30, 2004): All special education students receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.* (Agency Goals 1 and 3)	
Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): BF.I	
Washington state will review data to determine significant disproportionality in the areas of:	
<ul style="list-style-type: none"> • Identification of special education students to general education students overall;* • identification by race/ethnicity of general education students to special education students;* • disability categories of special education students by race/ethnicity to the race/ethnicity of general education students; and • educational environment of special education students by race/ethnicity to the race/ethnicity of general education students. 	
Data will be used to revise policy, procedures, and practices as appropriate.	

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. See Attachment 2 below for additional information):

Washington collects and reviews child count and LRE data to determine if significant disproportionality in identification, eligibility category, or placement is occurring in our state. Risk ratios (see attachment 2) were calculated for the 5 major racial/ethnic groups (American Indian/Alaska Native, Asian/Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic)) in each of the LRE categories and in each of seven disability categories (All disabilities, MR, LD, EBD, CD, Health, and Autism). Risk ratios for the other disability categories were not calculated because the state is unaware of any issues or problems with disproportionality for these disability categories.

In order to set priorities and targets for addressing disproportionality in these categories, we reviewed state performance data (student achievement, graduation rates, and drop-out rates) for all Washington students and special education students and risk ratio trend data over the past five years (1999-2004).

ATTACHMENT 2

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

Risk Ratios for All Children with Disabilities, Ages 6 Through 21					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	1.41	0.54	1.40	0.97	1.02
Risk Ratios for Disability Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	1.72	0.61	1.73	1.32	0.76
Specific Learning Disabilities	1.62	0.50	1.55	1.21	0.87
Emotional Disturbance	1.76	0.25	2.60	0.47	1.11
Speech or Language Impairments	1.09	0.76	0.89	0.90	1.18
Other Health Impairments	1.13	0.35	1.25	0.48	1.66
Autism	0.62	1.07	0.98	0.34	1.58

Risk Ratios for Educational Environment Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	0.90	1.00	0.72	0.91	1.19
Outside Regular Class 21-60%	1.08	0.87	1.16	1.17	0.88
Outside Regular Class >60%	1.11	1.32	1.53	0.92	0.80
Combined Separate Facilities ¹	1.22	0.89	0.84	0.56	1.35

Note: Bold, italicized cells indicate disproportionality identified and flagged for further review at the district level. Criteria used to flag data are described in the Explanation of Progress or Slippage section.

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

State Performance Data:						
Graduation rates and Drop-out rates for Special Education Students						
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	State Avg
Graduation rates	58.6	54.8	47.3	64.8	63.4	61.4
Drop-out rates	10.6	5.7	10.5	8.7	6.3	7
Proficiency rates by Ethnicity for Special Education students						
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	State Avg
Reading	28	40	25	21	44	39
Math	20	33	13	14	34	29
Graduation & Drop-out rates by Ethnicity for all students						
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	State Avg
Graduation rate	41.8	71	48.3	49.5	69.7	65.7
Drop-out rate	14.6	4.9	10.2	11.6	5.7	6.7

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Proficiency rates by Ethnicity for all students

	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	State Avg
Reading	46.4	70.5	42.8	41.3	69.6	64.6
Math	23.3	52.2	16	19.6	49.2	44

For both special education and all students, Asian/Pacific Islander and White students perform above the state average on the WASL, and both groups have lower drop-out rates than the state average. Also, the graduation rates for these two groups are above average for all students in the state. However, Hispanic and White special education students have above average graduation rates while the graduation rate of Asian/Pacific Islander special education students is below average.

1999-2004 State Trend Data

Risk ratios for seven disability categories and two LRE categories by the five racial/ethnic groups were calculated by the past five years and plotted (Figures 1 and 3-9, below) to display trends. These trends were reviewed to determine disproportionality targets.

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Fig. 1 All Disabilities Trend Data by Race/Ethnicity

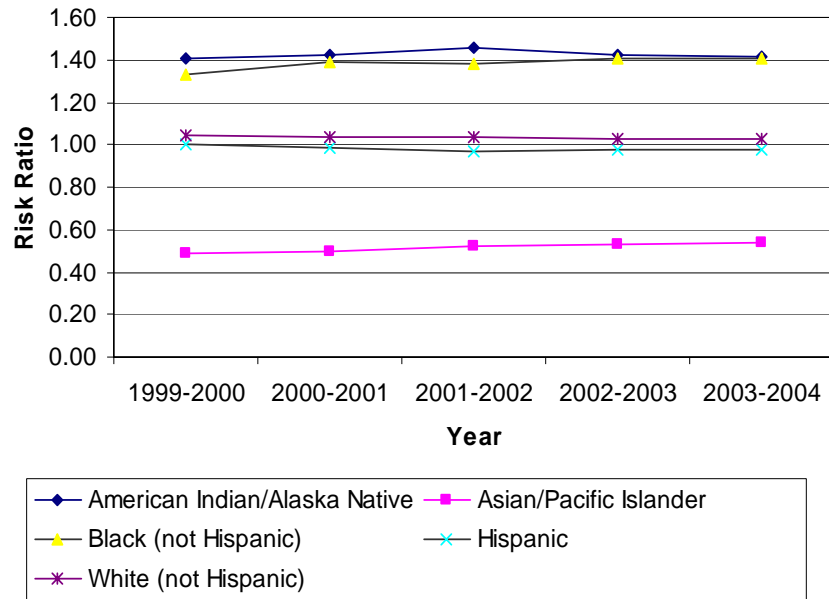
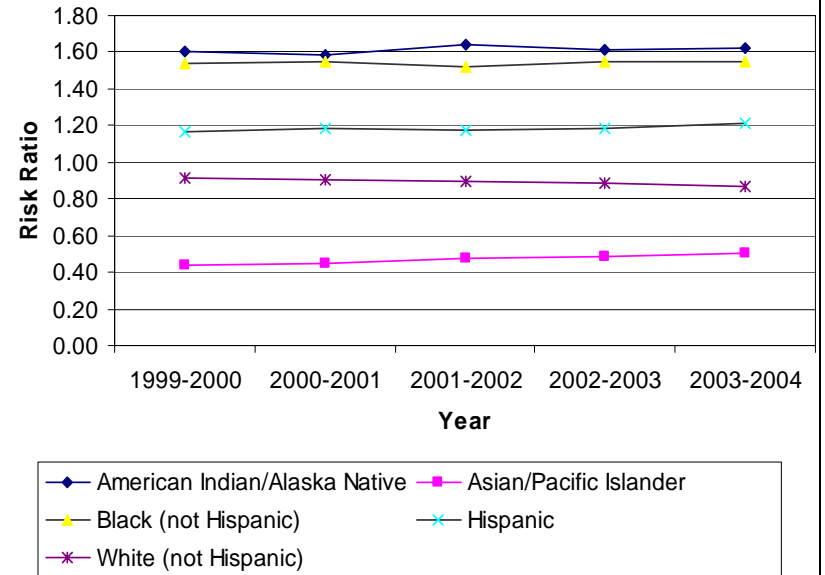


Fig. 3 LD Trend Data by Race/Ethnicity



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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Fig. 4 EBD Trend Data by Race/Ethnicity

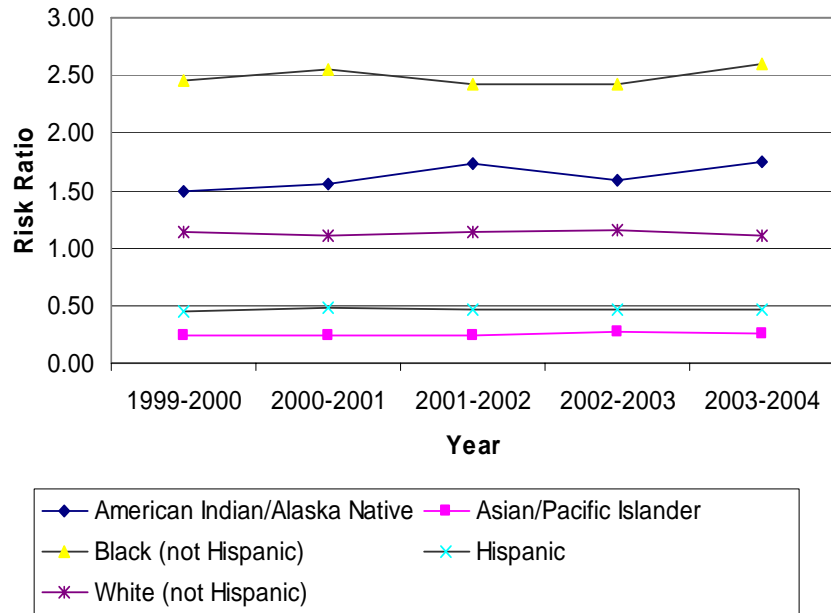
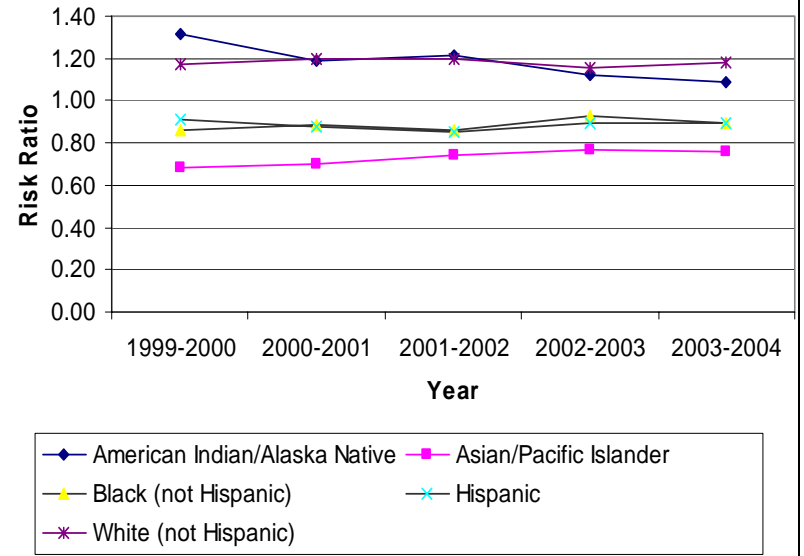


Fig. 5 Communication Disorders Trend Data by Race/Ethnicity



Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Fig. 6 Health Trend Data by Race/Ethnicity

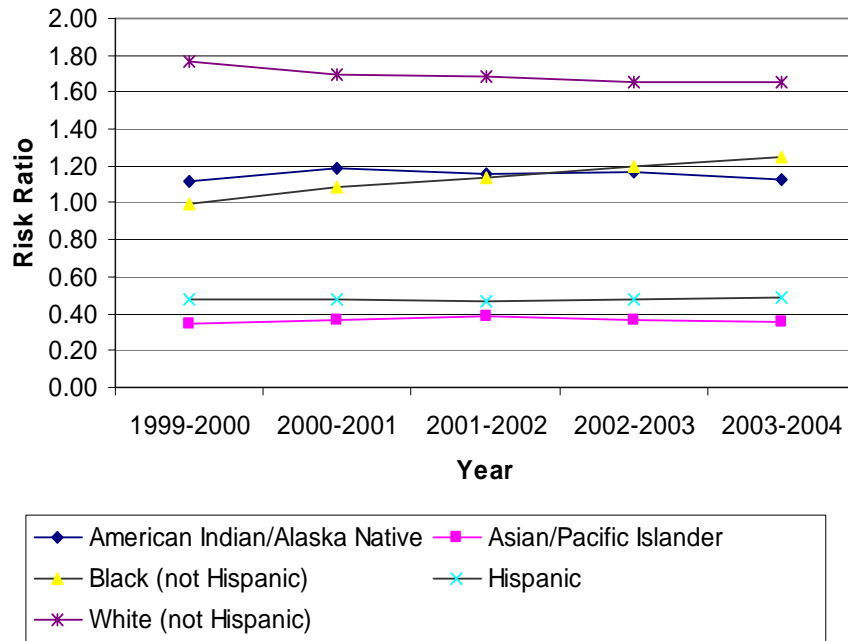
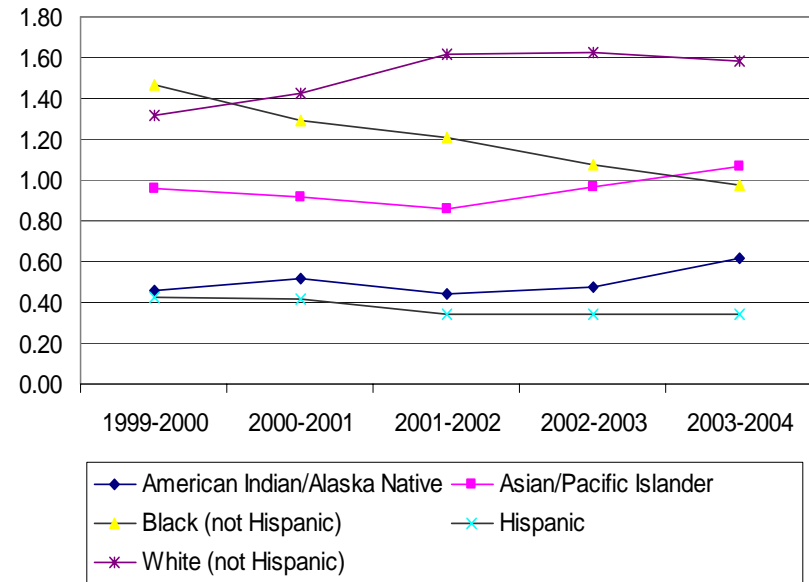


Fig. 7 Autism Trend Data by Race/Ethnicity



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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Fig. 8 >60% Trend Data by Race/Ethnicity

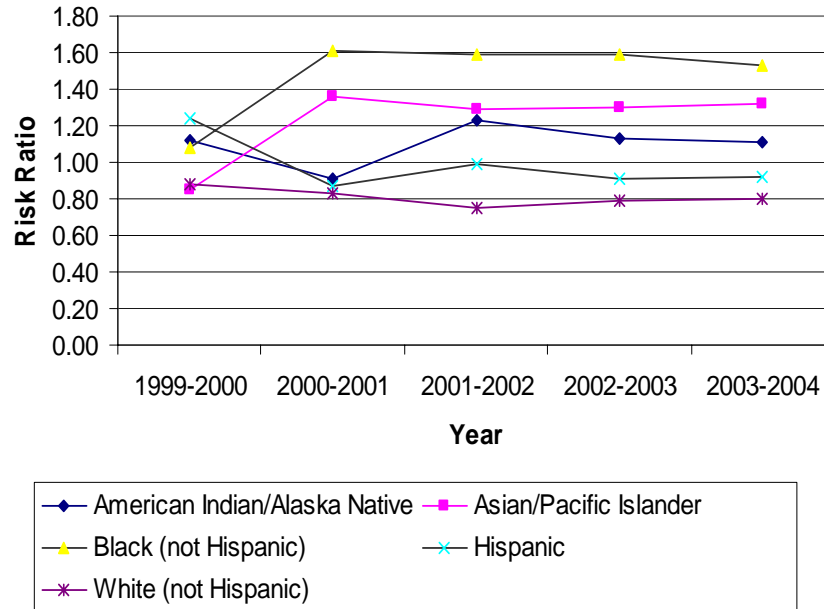
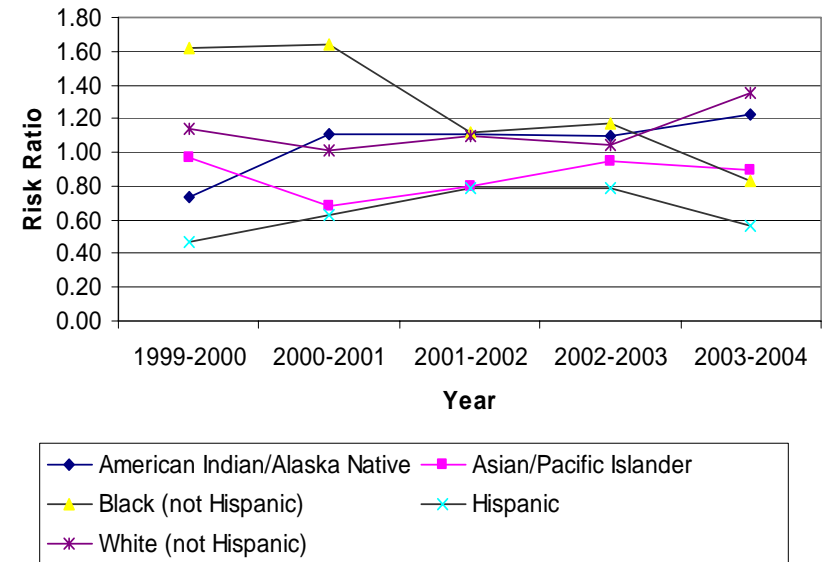


Fig. 9 Combined Separate Facilities Trend Data by Race/Ethnicity



2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Currently, Washington addresses the issue of disproportionality within the compliance monitoring process. Procedures, policies, and student files are reviewed to insure that eligibility and placement decisions are not biased with regards to the race/ethnicity of the students. Specific targets were not established for the 2003-04 because the state was not aware of any significant disproportionality issues or problems.

Based on the revised process, provided through OSEP and Westat, Washington has also revised the calculations previously used in determining disproportionality. OSPI has taken data from the 1999-2000 school year to the 2003-04 school and applied the risk ratio to that data. This data has been analyzed and is provided throughout this section.

OSPI is using this as the new baseline and trend data. Therefore, new targets and activities have been developed and are described in this section.

Part B Annual Performance Report Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):
 Since student performance data indicate for most categories that students in the Asian/Pacific Islander and White racial/ethnic groups performed above the state average, disability categories for these two groups were not considered as priority state disproportionality targets.

Next, the risk ratios, for both over representation and under-representation, were ranked as to magnitude of disproportionality. The table below provides the risk ratio and rank for each category. Categories for Asian/Pacific Islander and White students are not highlighted because of the decision not to include these groups as disproportionality targets for the disability categories based on student performance data.

Disability by Ethnicity Risk Ratios and Rank:			
Rank	Disability	Ethnicity	Risk Ratio
4	EBD	Black (not Hispanic)	2.60
9	EBD	American Indian/Alaska Native	1.76
10	MR	Black (not Hispanic)	1.73
11	MR	American Indian/Alaska Native	1.72
12	Health	White (not Hispanic)	1.66
15	LD	American Indian/Alaska Native	1.62
16	Autism	White (not Hispanic)	1.58
17	LD	Black (not Hispanic)	1.55
18	All	American Indian/Alaska Native	1.41
19	All	Black (not Hispanic)	1.40
21	MR	Hispanic	1.32
23	Health	Black (not Hispanic)	1.25
24	LD	Hispanic	1.21
25	CD	White (not Hispanic)	1.18
27	Health	American Indian/Alaska Native	1.13
30	EBD	White (not Hispanic)	1.11
31	CD	American Indian/Alaska Native	1.09
32	Autism	Asian/Pacific Islander	1.07
34	All	White (not Hispanic)	1.02
35	Autism	Black (not Hispanic)	0.98
33	All	Hispanic	0.97
29	CD	Hispanic	0.90
28	CD	Black (not Hispanic)	0.89
26	LD	White (not Hispanic)	0.87
22	CD	Asian/Pacific Islander	0.76
20	MR	White (not Hispanic)	0.76
14	Autism	American Indian/Alaska Native	0.62
13	MR	Asian/Pacific Islander	0.61
8	All	Asian/Pacific Islander	0.54
7	LD	Asian/Pacific Islander	0.50
6	Health	Hispanic	0.48
5	EBD	Hispanic	0.47
3	Health	Asian/Pacific Islander	0.35
2	Autism	Hispanic	0.34
1	EBD	Asian/Pacific Islander	0.25

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Risk ratios for over representation within two LRE categories (>60% and combined separate facility) were reviewed in considering disproportionality targets. The table below list these risk ratios.

LRE by Ethnicity Risk Ratios:

LRE		Risk Ratio
>60	Black (not Hispanic)	1.53
Combined separate facility	White (not Hispanic)	1.35
>60	Asian/Pacific Islander	1.32
Combined separate facility	American Indian/Alaska Native	1.22
>60	American Indian/Alaska Native	1.11

It was decided that only categories with the largest risk ratios for over representation would be selected as state disproportionality targets for the 2005-06 year.

District Risk Ratios

Finally, weighted risk ratios were calculated for Washington school districts within the state targeted categories. For each category, districts were then ranked based on the magnitude of the risk ratios. District composite scores were calculated for each district based on these rankings (see following table). Each of the top 20 districts in each category was awarded one point. Districts with a composite score of 3 or greater (17 districts) were selected as districts to be targeted during the monitoring cycle. In addition, nine districts that had the highest risk ratio in any category and did not have a composite score of 3 or greater were added to the target list. A total of 26 districts were identified through these procedures.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Based on the priorities established by the state (see section above), 11 state disproportionality targets were selected for year 2004-05:

6 Child Count Disability categories by racial/ethnic group:

- EBD (Black – not Hispanic)
- EBD (American Indian/Alaska Native)
- MR (Black – not Hispanic)
- MR (American Indian/Alaska Native)
- LD (American Indian/Alaska Native)
- LD (Black – not Hispanic)

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5 LRE Categories by racial/ethnic group:

- >60 (Black -- not Hispanic)
- Combined Separate Facility (White -- not Hispanic)
- >60 (Asian/Pacific Islander)
- Combined Separate Facility (American Indian/Alaska Native)
- >60 (American Indian/Alaska Native)

Also, 26 districts with significant disproportionality were identified from the 2003-2004 data.

Rank order districts using this performance indicator as one to determine a rank ordering of districts in need of technical assistance, training, targeted review, and/or assistance in the revision of district policies/procedures in determining appropriate placements for special education students.

5. Future Activities to Achieve Projected Targets/Results and 6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Washington compliance monitors will examine district policies and procedures to ensure that districts (1) are not systematically over identifying students from the racial/ethnic categories in the disability categories selected as state targets, and (2) placement decisions for special education students are made in conformity with the placement requirements of IDEA and not based on a percentage within a specific placement category, a student's specific disability or a student's race/ethnicity. Technical assistance will be given to districts on developing policies and procedures to avoid over and under representation of students from racial/ethnic groups in disability and LRE categories.

Additional analyses will also be performed to determine the characteristics of districts with significant risk for disproportionality focusing on the following characteristics:

- Student academic performance
- Graduation and Drop-out rates
- Free/Reduced Lunch rates
- Size of districts
- Compliance findings

OSPI Special Education Operations will also convene a committee to develop a rating scale to assist districts and the monitoring of districts using annual performance data. This committee will help determine and set benchmarks for performance indicators, such as identification, discipline, placement, and graduation and dropout data, etc. Committees will be formed by the Spring 2005 and begin work by Summer 2005 (OSPI Special Education Operations staff and subcommittee). Ratings may include each district's special education data, and may be compared against the district's general education data as well as comparisons to other districts with similar general and special education demographics.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): BF.II High school graduation rates and dropout rates for special education students are comparable to the graduation rates and dropout rates for all students.*</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004:</p> <p>In September of 2004, OSPI published “Graduation and Dropout Statistics for Washington’s Counties, Districts, and Schools –School Year 2002-2003.” This report contains data on graduates, dropouts, and students continuing their education for nine groups of students including students with disabilities. For this report, the state developed definitions for standard reporting across groups and based on the requirements of NCLB related to reporting AYP. A link to this report can be found online at: http://www.k12.wa.us/DataAdmin/default.aspx</p> <p>These data represent a baseline for consistently reporting graduation and dropout statistics for students with disabilities, which allow comparison of rates for other groups of students in Washington schools.</p>
<p>Definitions:</p> <ul style="list-style-type: none"> • <u>Dropout</u> “A dropout is a student who leaves school for any reason, except death, before completing school with a regular diploma and does not transfer to another school.” • <u>Continuing</u> “Students are considered to be continuing their education in the school if they are not assigned an exit code (i.e., a graduate or other type of completer, a transfer, a dropout, an unknown, or deceased).” • <u>Graduate</u> “A student is considered a graduate if he or she received a diploma or an adult diploma from a community college program during the reporting period (including a summer program).” <p>The same calculation was used to present data for disabled students and the other groups reported in the state report.</p>
<p>Method for calculating Dropout and Cohort Graduation Rates:</p> <p><i>Dropout Rate</i> = $\frac{\text{number of students with a dropout, unknown, or GED completer code}}{\text{Total number of students served (minus transfers)}}$</p> <p><i>Cohort graduation Rate</i> = $100 * (1 - \text{grade 9 dropout rate}) * (1 - \text{grade 10 dropout rate}) * (1 - \text{grade 11 dropout rate}) * (1 - \text{grade 12 dropout rate} - \text{grade 12 continuing rate})$</p> <p>Table 1 provides the cohort graduation, dropout and continuing rates for students with disabilities and all students in Washington during the 2002-03 school year. The cohort represent the students entering the ninth grade and graduating “on time” in four years.</p>

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Table 1: Graduation, Dropout, and Continuing Rates (Percent of cohort) 2002-2003

	Cohort Graduation Rate	Cohort Dropout Rate	Cohort Continuing Rate
Special Education Students	49.70%	26.20%	24.10%
All Washington Students	65.70%	24.30%	10%

These data indicate that the cohort (“on time”) graduation rate for students with disabilities is 16 percentage points lower than the state average and the cohort dropout rate is 1.9 percentage points higher than the state average, while the cohort continuing rate for students with disabilities is 14.1 percentage points higher than the state average.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

This past year Washington established a goal to increase the graduation rate from 66 percent to 85 percent in 2013-14 for all AYP target groups. This past year the state has developed standard definitions, data collection processes, and rate calculations. Data presented in this report represent baseline data for reaching the state targets.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Over the past year, the state has established standard definitions and calculations that provide a basis for comparing graduation and dropout rates for students with disabilities with state averages and other AYP groups. The state has also made these data available to the public by publishing a report and posting the report on the agency’s website.

Data from 2002-2003 are presented in this report as baseline data. These data represent the state’s systematic effort to standardize data definitions, data collection, and calculation methods to measure and report graduation and dropout statistics for AYP groups. With these steps, the state met goals for collecting and reporting meaningful and consistent graduation and dropout measures across AYP groups. At this point, data for 2003-2004 are not available for measuring progress or slippage toward the state’s graduation rate target.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The state has set a goal to increase “on time” graduation rates from 66 percent to 85 percent in 2013-14 for all AYP groups including students with disabilities. The 2003-04 data will provide the first opportunity to measure the state’s progress for each AYP group (including students with disabilities) toward this goal.

The state will analyze graduation and dropout data for students with disabilities at the district level. Districts with the largest discrepancies between local rates and state averages will be targeted for further monitoring and technical assistance.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>State data will be analyzed to determine what characteristics (e.g., size, location, free/reduced lunch rates, racial/ethnic composition, etc.) of districts might be associated with lower graduation rates and higher dropout rates.</p> <p>Further analyses will be performed to determine if significant racial/ethnic discrepancies exist for students with disabilities on graduation and dropout rates.</p> <p>Develop a rating scale to assist districts in analyzing their performance data to determine need for technical assistance, training, targeted review and/or assistance in the revision of district policies/procedures in determining appropriate placements for special education students. This will also allow program reviewers identify districts in need or targeted review or technical assistance.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>This is an ongoing analysis by the OSPI Assessment and Research office as well as the Special Education Operations Research Analyst.</p> <p>OSPI Special Education Operations will also convene a committee to develop a rating scale to assist districts and the monitoring of districts using annual performance data. This committee will help determine and set benchmarks for performance indicators, such as identification, discipline, placement, and graduation and dropout data, etc. Committees will be formed by the Spring 2005 and begin work by Summer 2005. (OSPI Special Education Operations staff and subcommittee) Ratings may include each district's special education data, and may be compared against the district's general education data as well as comparisons to other districts with similar general and special education demographics.</p>

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Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): Probe (BF. III) Suspension and expulsion rates for special education students in Washington are comparable among local educational agencies within the State.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. *Use Attachments 2 and 3 when completing this cell.*): Based on recommendations from Washington's last APR, we are revising the calculations used to determine any disproportionality in suspension/expulsion data. The data being used are still the data submitted in the 619 Table 5 to OSEP and Westat. Additionally, we are using the corresponding December 1 Child Count Data for any calculations in determining disproportionality within disability categories and comparing the total child count to the district's total enrollment. In the area of suspension/expulsion by ethnicity, we are using the school district's actual enrollment figures for each ethnic category to determine if any disproportionality in the suspension/expulsion of special education students by ethnicity. Following are the data from previous years suspension/expulsion collections to present based on revised calculations. The calculations are determined by: To find the percent of total of 3a: the number reported in 3A divided by the number of special education students. To find the percent of each disability category within 3A, take the number in each individual disability category of 3A divided by the number of special education students reported in that individual disability category. The acceptable high range for that category is determined by the percent of special education students reported within each disability category. The .20 disproportionality calculation provided in last year's APR is applied to this percentage of each disability category. If the percentage determined in either 3A or 3B exceed the high range, then they are determined, at first glance, to be disproportionate. The next factor to consider is the size of the population in which these calculations have been applied. In many cases, one student or one incident can create the picture of disproportionality, therefore each disproportionate cell flagged must be analyzed individually.

The same calculations are run for column 3B of the federal suspended/expelled data report.

The calculations used for students suspended/expelled by ethnicity are: the percentages for columns 3A and 3B are determined in the same manner as described above for the individual disability category. The acceptable high range is determined based on the districts total enrollment percentages of students in the five ethnicity categories. The .20 disproportionality calculation provided in last year's APR is applied to this percentage of each ethnicity category percentage. If the percentage determined in either 3A or 3B exceed the high range, then they are determined, at first glance, to be disproportionate. Although less likely than in the disability category data, one student or one incident can create the picture of disproportionality, so again, each disproportionate cell flagged must be analyzed individually.

Trend data begins with 2001-02 to present since these data elements are comparable.

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2001-02							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. Developmental Delays	12	9	0.08	0.06	11.97		12.21
2. Emotional/Behavioral Disability	370	202	2.56	1.40	4.16		4.24
3. Orthopedic Impairments	2	0	0.01	0.00	0.71		0.72
4. Health Impairments	411	233	2.84	1.61	14.98		15.28
5. Specific Learning Disabilities	970	587	6.70	4.05	41.81		42.65
6. Mental Retardation	73	48	0.50	0.33	5.15		5.25
7. Multiple Disabilities	19	10	0.13	0.07	2.22		2.26
8. Deafness	3	0	0.02	0.00	0.41		0.42
9. Hearing Impairments	12	6	0.08	0.04	0.85		0.87
10. Visual Impairments	6	4	0.04	0.03	0.29		0.30
11. Deaf-Blindness	1	0	0.01	0.00	0.03		0.03
12. Communication Disorders	19	15	0.13	0.10	15.42		15.73
13. Autism	8	6	0.06	0.04	1.74		1.77
14. Traumatic Brain Injury	2	2	0.01	0.01	0.27		0.28
GRAND TOTALS	1908	1122	1.58	0.93			12.90

2001-02							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. American Indian/Native American	121	62	0.84	0.43	2.74		2.79
2. Asian or Pacific Islander	40	24	0.28	0.17	7.51		7.66
3. Black, Non-Hispanic	214	88	1.48	0.61	5.40		5.51
4. Hispanic	246	165	1.70	1.14	10.93		11.15
5. Caucasian or White	1287	783	8.89	5.41	73.41		74.88
GRAND TOTALS	1908	1122					

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2002-03							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. Developmental Delays	13	7	0.18	0.10	6.50		6.63
2. Emotional/Behavioral Disability	329	192	4.60	2.68	4.59		4.68
3. Orthopedic Impairments	10	11	0.14	0.15	0.66		0.67
4. Health Impairments	415	250	5.80	3.49	16.68		17.01
5. Specific Learning Disabilities	986	605	13.77	8.45	45.35		46.26
6. Mental Retardation	115	96	1.61	1.34	5.34		5.45
7. Multiple Disabilities	23	16	0.32	0.22	2.36		2.41
8. Deafness	6	5	0.08	0.07	0.30		0.31
9. Hearing Impairments	8	8	0.11	0.11	0.84		0.86
10. Visual Impairments	2	1	0.03	0.01	0.28		0.29
11. Deaf-Blindness	0	0	0.00	0.00	0.03		0.03
12. Communication Disorders	22	10	0.31	0.14	14.53		14.82
13. Autism	7	6	0.10	0.08	2.13		2.17
14. Traumatic Brain Injury	15	13	0.21	0.18	0.32		0.33
GRAND TOTALS	1951	1220	1.77	1.11			11.05

2002-03							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. American Indian/Native American	115	65	1.61	0.91	2.74		2.79
2. Asian or Pacific Islander	50	38	0.70	0.53	7.63		7.78
3. Black, Non-Hispanic	241	152	3.37	2.12	5.56		5.67
4. Hispanic	232	220	3.24	3.07	11.56		11.79
5. Caucasian or White	1313	745	18.34	10.41	72.50		73.95
GRAND TOTALS	1951	1220					

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2003-04							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. Developmental Delays	6	3	0.08	0.04	6.45		6.58
2. Emotional/Behavioral Disability	289	168	<i>5.73</i>	3.33	4.56		4.65
3. Orthopedic Impairments	3	2	0.44	0.29	0.61		0.62
4. Health Impairments	422	295	0.34	0.24	17.26		17.61
5. Specific Learning Disabilities	951	639	1.93	1.30	44.52		45.41
6. Mental Retardation	76	48	1.33	0.84	5.18		5.28
7. Multiple Disabilities	16	13	0.63	0.52	2.28		2.33
8. Deafness	1	1	<i>0.23</i>	<i>0.23</i>	0.03		0.03
9. Hearing Impairments	8	11	<i>0.94</i>	<i>1.29</i>	0.77		0.79
10. Visual Impairments	1	0	<i>0.34</i>	0.00	0.26		0.27
11. Deaf-Blindness	0	0	0.00	0.00	0.03		0.03
12. Communication Disorders	28	16	0.17	0.10	14.81		15.11
13. Autism	11	7	0.39	0.25	2.55		2.60
14. Traumatic Brain Injury	5	2	<i>1.41</i>	<i>0.56</i>	0.32		0.33
GRAND TOTALS	1817	1205	1.64	1.09	10.80		11.02

2003-04							Acceptable High Range
	3A	3B	% 3A	% 3B	State %		
1. American Indian/Native American	116	70	0.41	0.25	2.79		2.85
2. Asian or Pacific Islander	62	47	0.08	0.06	7.84		8.00
3. Black, Non-Hispanic	276	166	0.47	0.29	5.68		5.79
4. Hispanic	271	198	2.05	1.50	12.24		12.48
5. Caucasian or White	1092	724	0.15	0.10	71.45		72.88
GRAND TOTALS	1817	1205					

Cells highlighted in italic indicate exceeding the acceptable high range.

District data from 2001-02 to 2003-04 where total special education suspension/expulsion exceeded the district high range:

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SY 0102 Districts:	3A	3B	High Range	3A	3B	Sped Enrollment	SY 0203 Districts:	3A	3B	3A	3B	High Range	Sped Enrollment														
							03053	9.48%	12.93%	NO	YES	10.88%	116														
04246	8.14%	12.83%	9.96%	NO	YES	623	04246	8.39%	12.42%	YES	YES	8.21%	596														
							05313	18.18%	27.27%	YES	YES	10.84%	22														
22009	13.51%	1.35%	11.72%	YES	NO	74	No EBD Students <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="color: red;">29011</td> <td style="color: red;">13.21%</td> <td>1.89%</td> <td style="color: red;">YES</td> <td>NO</td> <td>13.19%</td> <td>106</td> </tr> <tr> <td style="color: red;">33049</td> <td style="color: red;">8.11%</td> <td style="color: red;">8.11%</td> <td style="color: red;">YES</td> <td style="color: red;">YES</td> <td>7.81%</td> <td>37</td> </tr> </table> 2 districts with EBD students totaling 4 out of 25 incidents (unduplicated count)							29011	13.21%	1.89%	YES	NO	13.19%	106	33049	8.11%	8.11%	YES	YES	7.81%	37
29011	13.21%	1.89%	YES	NO	13.19%	106																					
33049	8.11%	8.11%	YES	YES	7.81%	37																					
SY 0304 Districts:	3A	3B	High Range	3A	3B	Sped Enrollment																					
25118	15.25%	11.86%	10.38%	YES	YES	59																					
33206	22.22%	5.56%	8.42%	YES	NO	18																					
39007	7.65%	12.47%	10.92%	NO	YES	1556																					
39120	12.64%	6.90%	9.83%	YES	NO	87																					
2 districts with EBD students totaling 6 out of 123 incidents (unduplicated count)																											
<p>The district level data above represents districts whose rates exceeded the high range set within their own districts in either column 3A, 3B, or both. The italicized data are the cells exceeding the high range. The district's total special education enrollment have been added to give an idea of the size of the districts represented. Many assumptions have been made that EBD students are being suspended more than other students. The data in Washington state do not support that assumption. Most students represented in the districts above are LD students or a mixture of many disability categories. There were no districts exceeding their high range in any of the ethnicity categories.</p>																											
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Decrease the number of districts who are disproportionately suspending/expelling special education students. No previous benchmarks have been set.</p> <p>Continue to train staff on the appropriate procedures for discipline of special education students through program monitoring, as well as various inservice training opportunities available to district staff and parents.</p> <p>Continue requiring districts to address suspension and expulsion policies and procedures in their application for federal special education flow through funds. Annually, these data are reported back to districts. Each district must address this performance indicator in their application for federal special education flow through funds. They must describe the district's plan to either maintain or lower suspension/expulsion rates depending on what their specific data are indicating.</p>																											

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Data from the consolidated program review, citizen complaints, due process hearings, and mediations are also used in conjunction with the annual data districts submit to OSPI. All of these data points combined are used to determine any targeted areas of training that may be needed in the area of the appropriate discipline of special education students.

During the 2002-03 school year, there were no major findings regarding discipline issues in the consolidated program review, mediation, citizen complaints, or due process hearing databases. For the 2003-04 school year, there were no findings in the area of discipline in the consolidated program review, nor was discipline a top issue in citizen complaints or due process hearings. In the area of mediation, it was the sixth most common area identified. Of the 10 mediations occurring with discipline as an issue, 9 ended with the parents and district coming to an agreement. In the program review process, if students have been suspended/expelled for more than 10 days the monitoring team will review at least one of those files while onsite. For the 2003-04 program review, no issues have been found regarding the process of excluding students due to discipline (i.e., manifestation determination, alternate placements, etc).

Because the number of districts showing a disproportionate percentage was so small (one district or none) OSPI did not analyze individual disability categories. OSPI has now reviewed the data to see if any district had a pattern of disproportionality within any specific disability category. It was determined that just looking at percentages distorted the picture and that further evidence will be needed to determine disproportionality within the disability categories since, in many cases, one incident causes the category to be flagged as disproportionate. Until other factors are determined, districts will still be notified of this flag in their data and be required to respond to it.

In the 2003-04 statewide data, overall special education students suspended/expelled did not exceed the high range. When analyzing data within the specific disability categories, a few of the disability categories, at first glance, looked to be disproportionate. After looking beyond the percentages and closer to the actual numbers, all but one flagged category totaled less than 11 students/incidents of suspension/expulsion. Looking at a combination of the *n* and the percentages, the EBD category has been flagged as disproportionate statewide.

Washington's suspension/expulsion data over the past three years have been relatively steady. Continued training and awareness or appropriate procedures have been a positive factor in this area.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Determine appropriate benchmarks for districts. Determine additional factors that might determine district disproportionality when the *n* size is very small, especially when looking within each specific disability category, then develop and implement procedures to alert districts when there may be issues overall in special education and within each category.

Decrease the number of districts who are disproportionately suspending/expelling special education students based on the established benchmarks.

Continue to train staff on the appropriate procedures for discipline of special education students through program monitoring, as well as various inservice training opportunities available to district staff and parents.

Continue requiring districts to address suspension and expulsion policies and procedures in their application for federal special education flow through funds. Annually, these data are reported back to districts. Each district must address this performance indicator in their application for federal special education flow through funds. They must describe the districts plan to either maintain or lower suspension/expulsion rates depending on what their specific data is indicating.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Meet with the Safe and Civil School Director at OSPI to determine if there is a way to correlate that data collection with the Special Education data collection. At this time, there is no way to connect special education students suspended/expelled to the whole population of students suspended/expelled.

The CPR team will continue to review files of special education students suspended/expelled greater than 10 days while performing the special education onsite program review. The file review will allow the team to ensure districts are following IDEA requirements for special education students suspended/expelled and doing so in the appropriate timeframe.

All districts must have an approved plan in place for this performance indicator before receiving approval on their district's special education flow through fund grant.

OSPI Special Education Operations will also convene a committee to develop a rating scale to assist districts and the monitoring of districts using annual performance data. This committee will help determine and set benchmarks for performance indicators, such as identification, discipline, placement, and graduation and dropout data, etc. Committees will be formed by the Spring 2005 and begin work by Summer 2005. (OSPI Special Education Operations staff and subcommittee) Ratings may include each district's special education data, and may be compared against the district's general education data as well as comparisons to other districts with similar general and special education demographics.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Special Education Data Manager will meet with the Safe and Civil School Director to determine any compatible data elements and definitions. Data will be shared and determinations made to see if any connections between the two separate collections could be made. If collaboration of the data is possible, then more analysis will occur and a more practical and efficient determination of any disproportionality can be made. (Summer 2005)

The Special Education Advisory Council (SEAC) will review data of special education students who were suspended or expelled. After a general review, SEAC will determine if further detailed review is necessary and a subcommittee will be formed. (Summer 2005) Any recommendations from the sub-committee will be brought forward to the whole Council with the possibility of forwarding any recommendations to the Superintendent of Public Instruction (Summer/Fall 2005).

Continue with CPR cycle and review files of special education students suspended/expelled. (CPR team, ongoing with monitoring cycle).

Program supervisors review district federal flow through applications and determine if plans developed for this performance indicator are appropriate (Fall 2005).

OSPI Special Education will also convene a committee to review requirements for rank ordering districts and monitoring districts using annual performance rating criteria. This committee will help determine and set benchmark for performance indicators, such as identification, discipline, placement, and graduation and dropout data. Committees will be formed by Spring 2005 and begin work by Summer 2005. (OSPI Special Education Operations staff)

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **BF.IV Performance results for special education students in Washington on the WASL improve at a rate that decreases any gap between special education students and their nondisabled peers.***

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. *Use Attachments 2 and 3 when completing this cell.*): See Attachment 3 for data regarding this indicator.

A. 2003-04 Performance Targets

Description	Reading	Math
Grade 4 2003 % Not Meeting Standard	69.7%	74.7%
Minus 10% reduction	7.0%	7.5%
2004 Target for Grade 4	62.7% or 37.3% meeting standard	67.2% or 32.8% meeting standard
	<i>Actual=30.8%</i>	<i>Actual 25.7%</i>
Grade 7 2003 % Not Meeting Standard	89.9%	94.1%
Minus 10% reduction	9.0%	9.4%
2004 Target for Grade 7	80.9% or 19.1% meeting standard	84.7% or 15.3% meeting standard
	<i>Actual=10.2%</i>	<i>Actual 6.0%</i>
Grade 10 2003 % Not Meeting Standard	87.4%	95.0%
Minus 10% reduction	8.7%	9.5%
2004 Target for Grade 10	78.7% or 21.3% meeting standard	85.5% or 14.5% meeting standard
	<i>Actual=12.6%</i>	<i>Actual 4.8%</i>

2. Targets (for reporting period July 1, 2003 through June 30, 2004): To reduce the percentage of special education students not meeting the standard (WASL and WAAS combined) by 10 percent each year (see table A above).

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Students in special education made progress in the percentage meeting standard (proficient or advanced on WASL or WAAS) in all content areas at grades four, seven and ten in 2004.

For WAAS in 2004, the rate of students with significant disabilities meeting the alternate achievement standards doubled the percentage in 2003 (from approximately 25 percent to 50 percent in each grade level). This large increase in alternate assessment scores is due, in part, to extensive professional development activities conducted by the Special Education Assessment Leadership Team (SEALT) during 2003-04 and teachers who attend the Portfolio Scoring Institute.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Continue to reduce the percentage of special education students not meeting the standard by 10 percent (see table B below).

B. 2004-05 Performance Targets

Description	Reading	Math
Grade 4 2003 % Not Meeting Standard	59.5%	68.9%
Minus 10% reduction	6.0%	6.9%
2004 Target for Grade 4	53.5% or 46.5% meeting standard	62% or 38% meeting standard
Grade 7 2003 % Not Meeting Standard	82.3%	89.4%
Minus 10% reduction	8.2%	8.9%
2004 Target for Grade 7	74.1% or 25.9% meeting standard	80.3% or 19.7% meeting standard
Grade 10 2003 % Not Meeting Standard	82.1%	91.7%
Minus 10% reduction	8.2%	9.2%
2004 Target for Grade 10	73.9% or 26.1% meeting standard	82.5% or 17.5% meeting standard

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): a. Continue to develop appropriate alternate assessments for students in special education programs. (Staff from the OSPI Assessment Office during the 2004-05 school year and ongoing).

b. Provide professional development on “How to Choose and Use Accommodations” for all school district staff through the Special Education Assessment Leadership Team (SEALT). For more information see www.k12.wa.us/SpecialEd/assessment.aspx. Provide professional development on WAAS and “How to Choose and Use Accommodations” for all school district staff provided by the Special Education Assessment Leadership Team (SEALT) in regional workshops. The WAAS workshops are designed to provide information for constructing the WAAS portfolio. The second training module will assist IEP teams to select appropriate accommodations for learning and testing. The goal for this professional development module is to increase the percentage of students in special education taking the general assessment (WASL). The accommodations and WAAS training materials have been posted at www.k12.wa.us/SpecialEd/assessment.aspx so that they are available for any school district to use. Professional development also occurs at the WAAS Portfolio Scoring Institute for 90 teacher scorers.

c. Work with the demonstration sites funded by SIG to implement best practices identified to help struggling schools. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant)

d. Continue the SIG grant’s work of increasing the supply of highly-qualified special education personnel. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant).

e. Continue pilot of a special education mentor program. (State Improvement Grant Coordinator and Regional Coordinators, this is an ongoing objective from the State Improvement Grant).

f. Increase distribution of professional development materials targeting instructional adaptations for students. (Entire staff from the Special Education Learning Improvement Office will continue to work on this target. “Adaptations Are Essential for the Early Years and Middle Years in Reading, Writing, and Math”, have been distributed at numerous conferences, are available on the OSPI Special Education Website and on CD. Continue distribution and training on this material. Work with contractor to continue the development of the next set of Adaptations—Ongoing).

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Activities are directed and implemented by the Special Education Assessment Program Supervisor.

WAAS regional workshops – October 11-22, 2004	\$ 9,000
SEALT meetings – October 4-5, 2004 and February 17-18, 2005	\$ 30,000
WAAS Portfolio Scoring Institute June 27-July 1, 2005	\$175,000

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	9,969	75,958
7	9,483	81,241
HIGH SCHOOL (SPECIFY GRADE: 10)	7,538	79,331

¹At a date as close as possible to the testing date.

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
4	9,112	3,878	2	7
7	8,551	2,793	12	6
HIGH SCHOOL (SPECIFY GRADE: 10_)	6,234	1,294	6	5

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	NA 2004		
7			
HIGH SCHOOL (SPECIFY GRADE: 10)			

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

**Part B Annual Performance Report
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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
4	654	NA	654	0	0
7	530	NA	530	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	443	NA	443	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (WASL REFUSALS) (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
4	92	20	91 (4 NO BOOKLET, 87 INCOMPLETE)
7	130	105	167 (16 NO BOOKLET, 151 INCOMPLETE)
HIGH SCHOOL (SPECIFY GRADE: 10))	296	254	311 (25 NO BOOKLET, 286 INCOMPLETE)

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	well below std	below std	met std	above std						9A ROW TOTAL ²
		Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
4	WASL	4,033	2,359	1,601	1,112						9,105
7	WASL	6,649	1,165	568	163						8,545
HIGH SCHOOL (SPECIFY GRADE: 10)	WASL	5,210	627	281	111						6,229

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
4	NA										
7											
HIGH SCHOOL (SPECIFY GRADE: 10)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	well below std	below std	met std	above std	NO VALID SCORE	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ⁶
		Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4						
4	WAAS	103	219	196	123	13					654
7	WAAS	115	161	139	102	13					9,075
HIGH SCHOOL (SPECIFY GRADE: 10)	WAAS	79	127	114	101	22					6,672

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

**Part B Annual Performance Report
Status of Program Performance**

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
4	9,105	0	641	223	9,969
7	8,545	0	517	421	9,483
HIGH SCHOOL (SPECIFY GRADE: 10))	6,229	0	421	888	7,538

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	9,974	75,958
7	9,485	81,241
HIGH SCHOOL (SPECIFY GRADE: 10)	7,539	79,331

¹At a date as close as possible to the testing date.

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
4	9032	3429	14	10
7	8515	2554	14	10
HIGH SCHOOL (SPECIFY GRADE: 10)	6172	1211	4	4

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	NA 2004	NA 2004	NA 2004
7	NA 2004	NA 2004	NA 2004
HIGH SCHOOL (SPECIFY GRADE: 10)	NA 2004	NA 2004	NA 2004

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
4	687	NA	687	0	0
7	541	NA	541	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	447	NA	447	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
4	97	18	140 (3 NO BOOKLET, 137 INCOMPLETE)
7	129	111	180 (9 NO BOOKLET, 180 INCOMPLETE)
HIGH SCHOOL (SPECIFY GRADE: 10)	299	262	359 (32 NO BOOKLET, 327 INCOMPLETE)

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	well below std	below std	met std	above std						9A ROW TOTAL ²
		Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
4	WASL	2,044	3,366	2,762	850						9,022
7	WASL	3,551	3,761	1,030	363						8,505
HIGH SCHOOL (SPECIFY GRADE: 10)	WASL	3,399	1,676	521	572						6,168

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

**Part B Annual Performance Report
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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
4	NA										
7											
HIGH SCHOOL (SPECIFY GRADE: 10)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	well below std	below std	met std	above std						9C ROW TOTAL ⁶
		Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	No Valid Score	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
4	WAAS	108	220	218	128	13					687
7	WAAS	116	162	144	106	13					541
HIGH SCHOOL (SPECIFY GRADE: 10)	WAAS	81	121	118	104	23					447

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 3

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

**Part B Annual Performance Report
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Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
4	9,022	0	674	278	9,974
7	8,505	0	528	452	9,485
HIGH SCHOOL (SPECIFY GRADE: 10)	6,168	0	424	947	7,539

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

**Part B Annual Performance Report
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Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): (BF.V) All special education students in Washington are educated with nondisabled peers to the maximum extent appropriate.						
1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. Use Attachments 2 and 3 when completing this cell.):						
6-21 year olds	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Regular Class	52.36%	50.81%	49.12%	48.27%	47.04%	47.13%
Resource Room	32.26%	33.69%	34.66%	35.47%	36.05%	36.55%
Separate Class	14.14%	14.18%	15.04%	15.08%	15.60%	15.27%
Other*	1.25%	1.32%	1.19%	1.18%	1.31%	1.05%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
3 to 5 year olds	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Early Childhood	23.82%	21.44%	21.71%	20.57%	19.11%	19.04%
Early Childhood Special Education	53.41%	57.00%	57.72%	57.75%	58.48%	57.69%
Home	0.69%	1.01%	0.59%	0.40%	0.92%	1.12%
Part Early Childhood/Part Early Childhood Special Education	12.96%	11.77%	10.87%	10.25%	9.95%	10.81%
Other*	0.26%	0.90%	1.00%	1.01%	0.91%	2.07%
Itinerant Services Outside the Home (optional)	6.47%	6.46%	6.71%	7.88%	8.48%	7.17%
Reverse Mainstream (optional)	2.39%	1.42%	1.40%	2.14%	2.15%	2.07%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	99.97%
*includes Residential Facility and Separate School						
Data for 6-21 year olds in Washington are comparable to National trend data. Special education early childhood students are more often served in early childhood special education settings than compared to the national data. Program review data do not show any significant findings in the area of students served in the least restrictive environment (4 percent of the districts monitored had any kind of finding in this area), nor were there significant issues in any of the due process hearing or citizen complaint databases. Mediations did include 'placement' as a top issue, although only five of the mediations that included placement as an issue did not reach a settlement agreement (out of 32 mediations that included placement as one of the many issues).						

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<p>The Early Childhood Inclusion Project provides limited funds to support school districts and early childhood programs to work collaboratively to develop and sustain inclusive, innovative, and flexible programs. The project involves schools, community programs, and family members in planning for a range of inclusive placements and services.</p> <p>2003-2004 statewide preschool LRE data identify -</p> <ul style="list-style-type: none"> 19.04% received services in typical early childhood settings 1.12% received services at home 10.81% received services in typical and special education settings <p>2003-2004 statewide preschool LRE data disaggregated by status as a current or past "inclusion" district -</p> <ul style="list-style-type: none"> 37% received services in typical early childhood settings 2 % received services at home 7 % received services in typical and special education settings (part-time/part-time) <p>When compared to statewide preschool LRE data, districts that have received an Inclusion Grant report a higher percentage of children in the Early Childhood Category on the December 1 Child Count.</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p style="padding-left: 40px;">Maintain the number of early childhood special education students served in typical early childhood settings as appropriately determined by IEP teams.</p> <p style="padding-left: 40px;">For students ages 6-21, Performance Indicator BF I identifies targets, explanation of data, projected targets, future activities, and resources for appropriate placement of special education students. District level data have also been analyzed in BF 1 for this indicator.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):</p> <ul style="list-style-type: none"> • Statewide there was no change in the percentages of students receiving services in typical early childhood settings or settings for special education students ages 6-21. • Districts report some of the slippage occurs for the following reasons: <ul style="list-style-type: none"> ○ Lack of the availability of universal Pre-Kindergarten programs in Washington State. ○ State (Early Childhood Education and Assistance Program-ECEAP) and federal (Head Start) funding for early care and education programs has not kept pace with the demand for services or their program costs. Increased program costs have been covered by "reducing slots" – maintaining or reducing the number of children served. By following this strategy, preschoolers with disabilities have fewer placement options in typical settings to access. ○ When Washington State's special education funding formula changed to the current "excess cost" model, districts reported increased difficulty in funding early childhood special education services in more inclusive settings (ECEAP, Head Start, and child care) – believing it was less expensive to serve children in their neighborhood school rather than traveling to other settings in the community to provide services.

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<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Maintain the percentage of early childhood special education students served in early childhood settings.</p> <p>Rank order districts using this performance indicator as one to determine a rank ordering of districts in need of technical assistance, training, targeted review, and/or assistance in the revision of district policies/procedures for determining appropriate placements for special education students.</p> <p>Identify districts in need of technical assistance, training, targeted review; and/or assistance in the revision of district policies/procedures for determining appropriate placements for special education students (determined by the activities identified below).</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Continue to assess the effectiveness of the WAEYC Early Childhood Inclusion Project and make changes as needed. Continue to work with the grants advisory group to increase WAEYC accountability for reducing slippage. Continue to survey district administrators to increase understanding about the barriers to inclusion. Continue to fund WAEYC to disseminate mini-grant funds.</p> <p>Develop a rating scale to assist districts in analyzing their performance data to determine need of technical assistance, training, targeted review, and/or assistance in the revision of district policies/procedures for determining appropriate placements for special education students. This will also allow program reviewers to identify districts in need of targeted review or technical assistance.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>The 619 Coordinator and the WAEYC Grant Coordinator will continue to work with the advisory group on grant activities. Consideration will be given to increasing the grant to a 3-year cycle that would include a self-assessment and program planning phase, a program implementation phase, and an implementation and evaluation phase.</p> <p>OSPI Special Education Operations will also convene a committee to develop a rating scale to assist districts and the monitoring of districts using annual performance data. This committee will help determine and set benchmarks for performance indicators, such as identification, discipline, placement, and graduation and dropout data, etc. Committees will be formed by Spring 2005 and begin work by Summer 2005 (OSPI Special Education Operations staff and subcommittee). Ratings may include each district's special education data and may be compared against the district's general education data as well as comparisons to other districts with similar general and special education demographics.</p>

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<p>Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):</p> <p>(BF.VI) There is improvement in the areas of early language/communication, pre-reading, and social-emotional skills, for preschool special education students.*</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. <i>Use Attachments 2 and 3 when completing this cell.</i>):</p> <p>No system for collecting data has yet been developed for this performance indicator.</p>
<p>2. Targets (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Targets for this indicator will be developed during the 2003-04 school year.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):</p> <p>Participation in OSEP conference calls and attending the National Early Childhood Conference has assisted in providing guidance on how to begin to address this new requirement. Washington's Early Learning and Development Benchmarks (standards) are almost complete. They will provide language/communication, pre-reading, and social/emotional development learning expectations for young children across systems. The Benchmarks will provide a common framework for curriculum development and professional training opportunities across systems as well.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>An Early Childhood Assessment Manual is being finalized and will serve to compliment the Benchmarks. The Manual may also serve to inform the development of an outcome measurement system.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>The 619 Coordinator will attend the National Meeting on Early Childhood Outcomes scheduled for April 2005. It is expected that attendance at this meeting will assist in getting started with the first steps in developing an outcome measurement system.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>The above activities will begin during the 2004-05 and continue in 2005-06 (and beyond) by the 619 Early Childhood Coordinator.</p>

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Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2003 through June 30, 2004): **Improve the post school performance (employment, post secondary enrollment, connection with out of school agency) of students receiving special education services.* (Agency Goal 1)**

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

- Increase the rate of special education students who enroll in post-secondary education programs within six months of graduation.*
- Increase the rate of special education students who are employed within six months of graduation.*
- Increase the post-secondary engagement rate (employed and/or enrolled in a post-secondary program) within six months of graduation.*
- Increase the rate of special education students who are connected with an appropriate out-of-school agency within six months of graduation.*
- Establish county community councils to include (but not limited to) schools, post secondary institutions, parents, students, independent living center representatives, employers within the community, and adult services.*
- Establish a technical assistance structure to support the county community councils*

Goal and performance indicators are also part of State Improvement Grant.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

1998 Washington State post-secondary rate	31.0%	1998 Washington State engagement rate	77.0%
1999 Washington State post-secondary rate	30.0%	1999 Washington State engagement rate	81.0%
2000 Washington State post-secondary rate	27.6%	2000 Washington State engagement rate	76.8%
2001 Washington State post-secondary rate	31.0%	2001 Washington State engagement rate	74.0%
2002 Washington State post-secondary rate	33.0%	2002 Washington State engagement rate	73.0%
2003 Washington State post-secondary rate	37.0%	2003 Washington State engagement rate	70.0%
1998 Washington State employment rate	66.0%	1998 Washington State connection rate	33.0%
1999 Washington State employment rate	70.0%	1999 Washington State connection rate	53.4%
2000 Washington State employment rate	65.3%	2000 Washington State connection rate	51.1%
2001 Washington State employment rate	59.0%	2001 Washington State connection rate	56.0%
2002 Washington State employment rate	58.0%	2002 Washington State connection rate	58.0%
2003 Washington State employment rate	53.0%	2003 Washington State connection rate	53.0%

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1998 # Districts Participating	31
1999 # Districts Participating	27
2000 # Districts Participating	112
2001 # Districts Participating	124
2002 # Districts Participating	134
2003 # Districts Participating	179

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- a) Increase the rate of special education students who enroll in post-secondary education programs within six months of graduation by 5 percent.
- b) Increase the rate of special education students who are employed within six months of graduation by 5 percent.
- c) Increase the post-secondary engagement rate (employed and/or enrolled in a post-secondary program) within six months of graduation by 5 percent.
- d) Increase the rate of special education students who are connected with an appropriate out-of-school agency within six months of graduation by 5 percent.
- e) Increase the number of school districts participating in the Post School Status Survey.
- f) Increase the rate of special education students living independently.
- g) Assist school district personnel in examining and developing goals using the post-secondary data for program improvement.
- h) Continue development and training of state and county community councils for increased post-school status for special education students.
- i) Center for Change in Transition Services (CCTS) staff will continue to train and give technical assistance to county community councils.
- j) Continue "best practice in transition" during secondary summer institute and other summer institutes and conferences, as appropriate.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Targets a-f):

The number of districts participating in 2003 has increased to 179 school districts (plus an additional 15 districts reporting no special education graduates) from 31 districts in 1999. In Washington, 248 school districts have high schools.

The post-school outcomes for special education students are gathered six months after graduation. These data are analyzed by the Center for Change in Transition Services, Seattle University, and reported to the OSPI and to the local educational agencies in early spring. The information is collected from the graduates and their families through telephone surveys conducted by the school district. It is recommended that special education teachers conduct the survey to better understand the post-school status of the students in their individual districts. Although collecting the information and conducting the telephone survey takes time, school district personnel also report that it is "important," "useful," and "critical information" for program improvement.

Information collected from the 2003 special education graduates provides information about their attendance at two year and four year colleges and universities, at vocational and technical schools and training programs and their employment status. The data provide information about linkages with adult service agencies including Division of Vocational Rehabilitation, Division of Developmental Disabilities, Work Source, and other agencies. The young people in this study are youth that graduated or aged out of high school at age 21 and were contacted by school district personnel an average of six months after graduation.

Districts use these data to develop goals for improving educational services for youth with disabilities. The post-school data are available by county and are provided to the community councils in those counties. For the 2004 graduates, the data will be disaggregated by high school as well as district. This report can also be found on the Center for Change in Transition Services web page at: <http://www.seattleu.edu/ccts> or the OSPI website: <http://www.k12.wa.us>.

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The questions addressed in this study were determined in 1998 by the members of the project advisory board and enhanced and revised over the years. The data collection procedures consist of a review of the transition portion of the students' Individualized Education Program (IEP), and a telephone survey conducted with either the graduate or a family member of the graduate. The survey probes the current life status of the graduate as well as aspects of the graduate's transition plan. Staff from the participating local districts conduct the telephone interviews.

How many youth are included in the 2003 study?

The 2003 post-school data study is the largest to date. There were 179 school districts participating out of the 248 districts in the state with high schools. There were 15 high schools that reported that they had no special education graduates. In total, 77 percent of the school districts in Washington participated in this study. It is likely that there are other districts that did not have special education graduates but did not report that information. These districts are counted as "did not report" whether they had graduates or not. Therefore, the number of districts participating in this study may be larger than 77 percent.

For the 2003 study, graduation is defined as leaving high school with a diploma or aging out of special education services at age 21. Information was collected from 3,423 IEPs in the 179 participating school districts in Washington State. Attempts were made to contact all 3,423 youth. After multiple attempts, 2,610 youth (76 percent) were contacted. Larger districts contacted few graduates than smaller districts.

Of the 2,610 youth that were contacted, 93 percent graduated with a diploma and 6% that reached age 21 and "aged out". Six youth were identified as leaving high school with something other than a diploma or aging out at age 21, and 23 surveys did not report exit status.

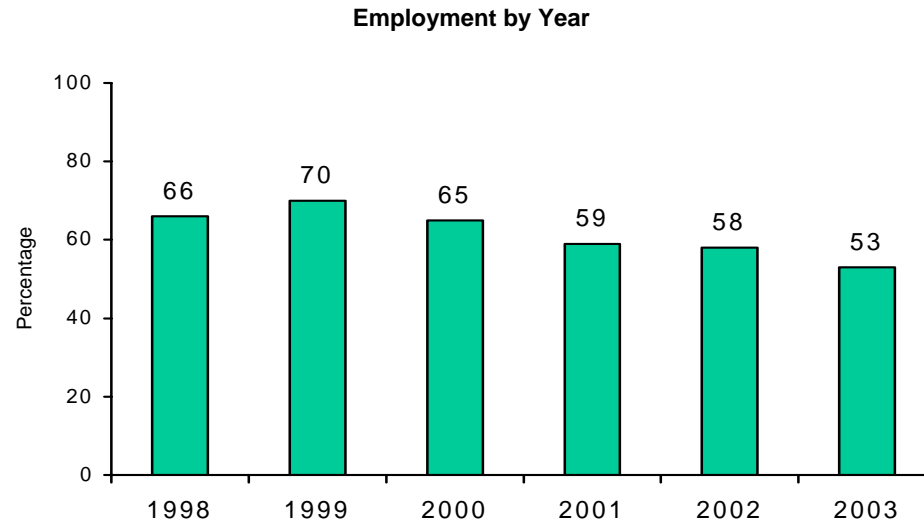
White youth and youth of color are attending post-secondary training programs at nearly the same rate (38 percent white youth, 36 percent youth of color). Attendance at post-secondary education (four year, two year, vocational/technical colleges) is 29 percent for youth that are white and 30 percent for youth of color. The discrepancy between attendance for youth of color and white youth was of concern in the earlier years of this study (1998-2000). While youth of color and youth that are white identified post-school education as a goal at equal rates over the last six years, youth of color were not meeting those goals at the same level as youth that are white until the last two years.

How many youth are employed?

Of the 2,610 youth that were contacted six months after graduation, 1,386 (53 percent) were employed. This number includes youth for whom employment was not identified as a goal. This rate has decreased yearly since the 1999 study when 70 percent of youth were employed. From the high of 70 percent, 65 percent were employed in 2000, 59 percent in 2001, 58 percent in 2002 and 53 percent for the special education graduates in 2003. This information is presented in the figure below. The rate of unemployment in Washington State has increased by 2 percent since 1999 (Washington State Employment Security Department, Labor Market, and Economic Analysis Branch, 2004).

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Gender, ethnicity and disability by employment:

Males are employed at a higher rate than females (56 percent compared to 48 percent); white youth are employed at a higher rate than youth of color (54 percent to 48 percent). White males with learning disabilities continue to be employed at the highest rate. Youth with learning disabilities are employed at the rate of 62 percent compared to youth with emotional behavioral disabilities who are employed at 55 percent. Youth with mental retardation are employed at the rate of 36 percent. This discrepancy continues to be a concern as those youth with emotional behavior disabilities and those with mental retardation are also attending post-secondary training at a lower rate than youth with learning disabilities. These data provide a statewide representation of special education graduates. Females of color with emotional/behavioral disabilities do not experience as positive outcomes as white males with learning disabilities. Districts should examine these data and the surveys to better identify those youth that are not experiencing positive outcomes in their own communities.

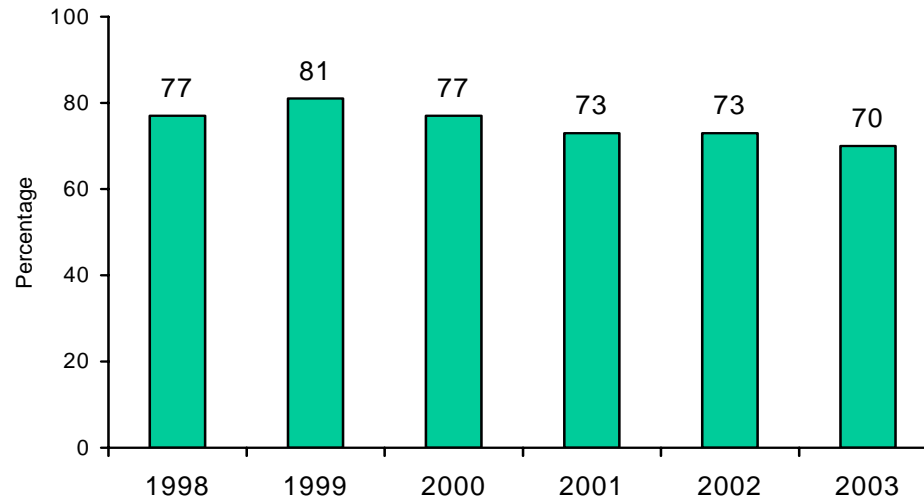
How Many of These Students Were Productively Engaged (Working and/or Attending Post-Secondary Education)?

Of the 2,610 graduates interviewed, 1,820 (70 percent) were either working and/or attending post-secondary education programs. These outcomes are slightly lower than previous years. The drop in the rate of employment has negatively impacted the rate of engagement of youth with disabilities. The rate of engagement by year is presented in the figure below.

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Employed and/or Attending Post-Secondary by Year



Males are engaged at a higher level than females (72 percent to 66 percent) white youth at a higher level than non-white youth (71 percent to 67 percent). Differences in the rate of engagement are more significant by disability categories. Youth with learning disabilities are employed and/or attending post-secondary education or training at 78 percent while youth that are emotionally/behaviorally disabled are engaged at the rate of 65 percent. Youth with mental retardation are engaged in working, going to school, training programs, or supported employment programs at the rate of 43%. Of the 37 youth with autism, 14 are productively engaged (38 percent). For the 132 youth with multiple disabilities, only 43 of these young people are working or in post-secondary programs (33 percent).

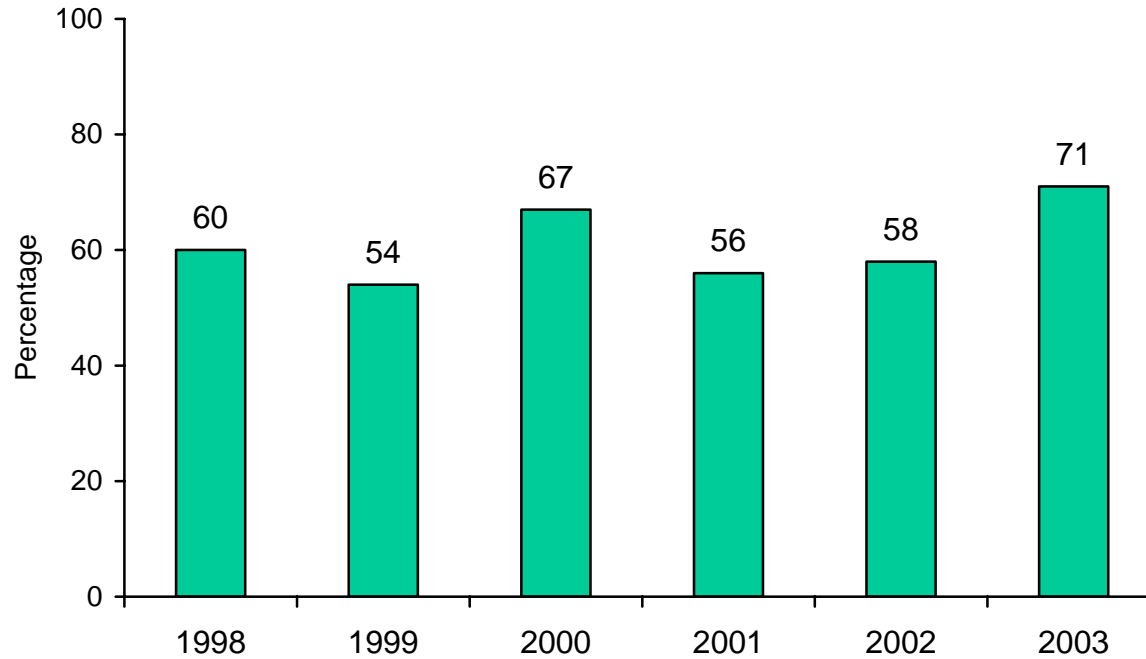
Agencies Identified on the IEP

Of the 2,610 youth and families that were contacted, 1,862 or 71 percent identified an agency on the IEP. There is a positive increase in the number of agencies identified on the IEP. In the 1998 study, 60 percent of the IEPs identified agencies; 1999, 54 percent; 2000, 67 percent; 2001, 56 percent; and 2002, 58 percent. This information is represented in the figure below.

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Agency Linkages Identified on the IEP



Outcomes: The number of school districts that participated is steadily increasing. This is a positive result of this study and provides information that can be used for policy, procedures, and practices at the state, regional, and local level. There are additional outcomes that are positive as well as areas that need improvement.

1. Agency linkages identified on the IEP have increased from 57 percent to 71 percent. Teachers are identifying more agencies and more appropriate agencies on the IEP. Agency linkages should be identified on 100 percent of the IEPs. Teacher training and developing relationships and collaboration between school and adult agencies will be necessary to increase this outcome.
2. Agencies in addition to Division of Vocational Rehabilitation, Division of Developmental Disabilities and Disability Student Services should be identified on the IEP. Before identifying the agencies, the post-school goals and the needs of the student must be determined in order to select appropriate agencies. Agencies can be determined based on goals of employment or post-secondary education, but also recreation and leisure, health and emergency care, transportation and housing. In addition to the name of the agency, exemplary practices would include specific information regarding location and contact information. This information is found at the website: <http://www.seattleu.edu/ccts/agency/agency.asp>.
3. Fewer IEPs are left blank or “undecided” than in previous years for the anticipated outcome. School personnel should examine their data to determine if this is true for the IEPs in their district.

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4. More youth are attending post-secondary education or training. This has steadily increased over the last six years and increased from 33 percent in 2002 to 37 percent in 2003. This may be due to a combination of better preparation for post-secondary education or training as well as less opportunity for employment. School districts can further investigate this outcome by examining the surveys and discussing the outcomes. Special education should collaborate with guidance and counseling in order to align the course of study to the college for the student for whom post-secondary education is a goal.
5. Youth of color are attending post-secondary education at the same rate as youth who are white. Females are attending post-secondary education at a higher rate than males. The study for the graduates in 2000 found that a higher percentage of females and graduates of color stated post-secondary education as a transition goal, but a lower percentage actually attended post-secondary programs than did white males.
6. Employment for all youth has decreased. This has negatively impacted the overall engagement rate (employment and/or post-secondary attendance). Districts should examine their data and surveys to determine which of the graduates are not working or attending post-secondary education or training.
7. There are noteworthy differences in outcomes when analyzed by disability category. Youth with learning disabilities are experiencing better outcomes in post-secondary training and education and employment than youth with emotional behavior disabilities, youth with mental retardation, and youth with multiple disabilities. These outcomes should be discussed and analyzed at the district level.

How many youth are living independently?

This information is gathered to determine if young people with disabilities are living independently six months after graduation. It is not to suggest that these youth necessarily should be living independently, but rather provides information about their life after high school. Of the 2,610 youth that were contacted, 1,860 (71 percent) were living with their families. For the others, 690 were living independently and 60 did not provide any information about living arrangements. Military was included in "living independently." The majority of respondents who were attending college said they were living independently. "Living independently" is defined as not living at home or with parents or guardians, although there may be financial dependence.

By disability, youth with emotional behavioral disabilities (EBD) are living independently most often. Youth with EBD in this study are living with their family at the rate of 63 percent while 68 percent of youth with learning disabilities are living with their families. Youth with mental retardation are living with their families at the rate of 80 percent. Further study is needed to understand if the youth with EBD are living independently while employed or attending post-secondary education or training or if they are "living independently" without support.

It is recommended that school district personnel examine the data and the surveys to understand whether increasing independent living for youth with mental retardation is an area to address. School district personnel may want to discuss this with families to better understand this outcome. "Living independently" may be a positive outcome for some youth if "independent" means that the young person is able to support him or herself. For some youth, "living independently" was noted on the survey as living in crisis situations or homeless. Faculty and staff should discuss the outcomes for their own district and compare the aggregate data with the surveys in order to better understand these outcomes.

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Target g):

Although collecting the information and conducting the telephone survey takes time, school district personnel also report that it is "important," "useful," and "critical" information for program improvement. The staff of the Center for Change in Transition Services developed a technical assistance document to assist school districts in examining the data collected from this survey. The purpose of the document is to provide strategies to examine these data and to identify areas to either celebrate or address in providing transition services to youth in special education. This information may also be used to develop goals for the district's local plan application for federal funds.

What information is provided to the district?

The post-school data reports are sent as an email attachment to the special education director from staff at the Center for Change in Transition Services, Seattle University. The report is three pages long. The district data are compared to the state data. The surveys are returned to the district after all the data are entered. Information is gathered from the student's final IEP and from a telephone survey conducted six months after graduation. Technical assistance is provided in the use of these data to determine annual district goals and program improvement.

Who should examine this information?

Once this information is received, the following questions can guide a team in examining the data. The team composition might include the principal, vice-principal, guidance counselor, special education director, special education teacher, career-technical director, and student/family representation. In addition, it would be useful to share this information with adult agency service providers such as the Division of Vocational Rehabilitation counselor and the Division of Developmental Disabilities counselor.

How can districts use this information for program improvement?

The district team, as identified above, should meet to discuss this information. The meeting may take up to an hour depending on the number of graduates. Provide each of the team members with the three page report prior to the meeting. Share the individual surveys with the team members. Divide the surveys among the team members and provide time to examine these before discussing the questions provided in the document, *Examining Post-school Data for Program Improvement* (<http://www.seattleu.edu/ccts/docs/Examining%20the%20data.doc>). It is useful to have a facilitator that is familiar with the data and the questions. Encourage discussion within each point. Goals are developed from this examination and discussion.

Target h & i):

COUNTY COMMUNITY COUNCILS

Statewide efforts to increase transition services and outcomes for youth in special education was supported by a Systems Change grant provided to Washington State in 1990. The activities of that grant included the development of community teams which we now define as "community networks." Teams were developed across the state. The teams did not receive formal training but did receive rather informal technical assistance. These teams were large and typically included more teachers than any other agency personnel. Of these teams, three still exist. These are the Spokane Transition Network and the networks in Kitsap County (Bremerton) and Grays Harbor County. The Spokane network has stayed fairly consistent in team membership and activities. Renewed efforts with support from the State Improvement Grant (Connecting Ideas Project) provided the impetus to develop, train, and support community councils that were action teams with a broader agency representation.

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To date, councils representing 17 of Washington's 39 counties (44 percent) have received team training by CCTS staff. The first three (Grays Harbor, Kitsap, and Spokane) were selected as pilot sites for training in Washington in part because they each had the existing transition networks in place.

The councils are dispersed throughout the State of Washington and include both urban and rural counties. The 17 counties trained to date include several in the ten most populated counties in the State (Pierce, Kitsap, Yakima, and Benton) and several in the ten least populated counties (Jefferson, Pend Oreille, and Ferry).

Each council is independent and, within the general guidelines and training structure offered by the grant, establishes action plans consistent with barriers and needs identified in their own counties. Many of the councils, like the pilot sites, drew membership from existing interagency committees already working on transition issues. Although action plans of the individual community councils vary, the overarching goal of improving outcomes for transitioning youth is shared by all. Since the most consistent and meaningful indicators available are those obtained in the post-school survey conducted by the Center for Change in Transition Services, all councils are encouraged to use the data from those surveys in their planning.

The counties trained to date are shown in the table below. The first councils (pilot sites) were trained in the fall of 2002. Based on experience with the first training, the training was modified for use with other councils. For ease of discussion and to avoid focusing on individual counties, the councils have been grouped by training date into cohorts.

County Community Councils and Training Dates

County	Date Trained	Cohort
Grays Harbor	October 2002	2002
Kitsap	October 2002	2002
Spokane	October 2002	*
Benton/Franklin	August 2003	2003
Pierce	September 2003	2003
Jefferson/Ciallam	October 2003	2003
Yakima	October 2003	2003
Lewis	February 2004	2004
Okanogan	March 2004	2004
Skagit	March 2004	2004
Whitman	April 2004	2004
Tri-Counties**	May 2004	2004
Kittitas	May 2004	2004

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*Spokane County continues as a transition network, but opted not to participate as a community council under this grant.
 **Tri-Counties consists of Ferry, Stevens, and Pend Oreille counties in northwest Washington.

Information about graduates in those districts with community councils and data from the post-school surveys has been grouped by cohort in this report. Note that the 2003 survey data should be considered as baseline information only. Even the councils trained in 2002 were unlikely to have an effect on post-school outcomes as measured in the 2003 post-school survey.

Public school enrollment in all grades in counties with community councils represents 34 percent of the State's enrollment. Special education enrollment is comparable across the cohorts. Minority student population and eligibility for free and reduced-cost lunches are shown in the following table.

2002-03 P-12 Public School Enrollment

Location	Total Enrollment	Special Ed Enrollment	Percent Special Ed	Percent Minority	Percent Free/Reduced Meals
2002 Cohort	54,261	7,092	13%	20%	30%
2003 Cohort	233,665	28,950	12%	37%	44%
2004 Cohort	57,615	7,373	13%	21%	44%
All Councils	345,541	43,415	13%	31%	42%
State	1,015,747	118,464	12%	27%	35%

The total number of graduates and number of special education graduates is shown in the following table for each of the cohorts, the councils as a whole, and the State. Included as graduates are students who receive a regular high school diploma, those who receive an adult diploma from a community college program during the reporting period, and those who complete an IEP diploma.

2002/2003 Public School Graduates

Location	Total Graduates	Special Ed Graduates	Percent Special Ed Graduates
2002 Cohort	3,414	188	6%
2003 Cohort	12,830	865	7%
2004 Cohort	3,833	275	7%
All Councils	23,335	1,328	6%
State	60,472	4,075	7%

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4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

- Increase the rate of special education students who enroll in post-secondary education programs within six months of graduation by 5 percent.
- Increase the rate of special education students who are employed within six months of graduation by 5 percent.
- Increase the post-secondary engagement rate (employed and/or enrolled in a post-secondary program) within six months of graduation by 5 percent.
- Increase the rate of special education students who are connected with an appropriate out-of-school agency within six months of graduation by 5 percent.
- Increase the number of school districts participating in the Post School Status Survey.
- Increase the rate of special education students living independently.
- Assist school district personnel in examining and developing goals using the post-secondary data for program improvement.
- Continue development and training of state and county community councils for increased post-school status for special education students.
- Center for Change in Transition Services staff will continue to train and give technical assistance to county community councils.
- Continue "best practice in transition" into secondary summer institute and other summer institutes and conferences, as appropriate.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

- a-e) Provide training and technical assistance to school districts in secondary special education and transition services to increase post-school outcomes for special education students. Transition and the IEP training will be offered statewide (<http://www.seattleu.edu/ccts>) .

Quality indicators and program review will be provided to school districts with additional efforts towards those youth with less positive outcomes (mental retardation, autism, multiple disabilities).

Coordination and collaboration with adult agencies to include Division of Development Disabilities, Division of Vocational Rehabilitation, and WorkSource to develop plans for training and resources.

Disseminate resources and training to general education administrators and counselors to increase support and curricular options for youth in special education.

- e-g) Provide training and technical assistance to school districts in the examination and development of goals for program improvement.

Present post-school data at state conferences to increase awareness, participation, and use.

Work with regional education offices to provide technical assistance to districts that did not participate in the post-school data collection.

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<p>h-i) Develop three new community councils in four counties (Whatcom, Grant, Chelan/Douglas).</p> <p>Facilitate discussion and planning with special education directors and agency representatives in King County to determine the possibility of a King County community council.</p> <p>Provide training and technical assistance to community councils in the examination and development of goal action planning.</p> <p>Facilitate annual renewal of action plan, general organization, and membership for community councils.</p> <p>Support councils to increase feasibility to community through student activities.</p> <p>Support councils to collaborate with each other through leadership summits.</p> <p>j) Continue to develop training materials and resources, and disseminate research at summer institutes (including OSPI summer institutes), administrators' conferences, adult agency conferences, and parent conferences.</p> <p>Continue to update and maintain CCTS website and link to OSPI website to disseminate exemplary practices, publications, resources, and training (www.seattleu.edu/ccts).</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Activities in number five above are targeted for completion during the 2004-05 school year and will be carried out by the State Improvement Grant Coordinator and staff from the Center for Change in Transition Services.</p>
<p>Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students:</p> <p>Five of six of the goals in this performance report are consistent with OSPI's learning goals (83.3 percent).</p> <p>Eighteen of the 27 performance indicators in this report are consistent with the agency's performance indicators (67 percent).</p>